

SCHOOL OF EDUCATION

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INTRODUCTION

Founded in 1924, the graduate and professional School of Education endeavors to transform students into innovative scholar-practitioners, guided by the ideals of equity and access, who serve their communities as leaders in Pre-K-12, and higher education. Through personalized, inclusive, globally-engaged teaching and scholarship, we aim to shape and enrich educational practices that advance a more just society and impact the lives of individuals in our community and beyond.

MISSION

The faculty, staff, and students of the graduate and professional School of Education form a vibrant community of inquiry committed to experiential learning, diversity of ideas and people, and collaborative scholarship. Through our transformative, high-quality teaching and scholarship, we prepare leaders and professionals who enhance the learning and livelihoods of all people in increasingly complex educational contexts.

REGIONAL CAMPUSES

Some of our courses and programs are offered at convenient locations throughout Southern California. For more programmatic regional campus information, refer to the University of Redlands School of Education website.

SCHOOL OF EDUCATION ADMISSIONS

ADMISSIONS

The School of Education Admissions Office encourages all interested individuals to visit the campus either informally or by appointment. To schedule an appointment, please call (909) 748-8064 or visit web site at www.redlands.edu for School of Education admissions information. Prospective applicants receive information describing the school's degree and credential programs, course curriculum, admissions requirements, cost, and financial aid. Potential students will work with an enrollment counselor to identify a program that is best suited for his/her educational needs. University of Redlands School of Education has an appeals policy and procedure for admission decision. For more details, contact your admission counselor.

ADMISSION STATUS

Official admission status must be attained before continuing into the second course or term. Students may be permitted provisional admission (with approval from the Departmental Admissions Committee).

PROVISIONAL ADMISSION

Applicants who do not meet the 2.75/3.0 GPA requirement may petition to be provisionally admitted with the approval of the Departmental Admissions Committee. If approved the student is considered fully admitted but with provisions. Provisionally admitted students are eligible for financial aid. These students attend the first semester of the program and academic progress is monitored carefully. If the student earns at least a 3.0 in each of his or her courses during the first semester, the provisions are lifted. Students who do not meet the academic requirements during the first term will be academically dismissed from the program.

MATRICULATION

Students will be matriculated when the Registration and Tuition agreement has been signed.

APPEAL DECISION

Students seeking to appeal an admission decision can contact the Office of Graduate and Professional Enrollment. Additional documentation in support of the appeal must be provided.

PRELIMINARY TEACHER CREDENTIAL

The School of Education offers the Multiple Subject, Single Subject, and Education Specialist Teacher Credential Programs. The programs are accredited by the California Commission on Teacher Credentialing. The teacher credential programs are designed for individuals who have earned their baccalaureate degrees. For undergraduate credential programs, see the Education segment in the College of Arts and Sciences section of this Catalog.

Credential courses are offered during evening hours to accommodate working adults. The MALT program's early fieldwork experience will require a minimum 5 to 10 hours per course. The EDSP program's early fieldwork experience hours will consist of 200 hours. Student teaching is a 14-week, full time work commitment that occurs at the end of the program.

UNDERGRADUATE STUDENTS

Students from the College of Arts and Sciences interested in earning a teaching credential must apply to the School of Education. Undergraduate students can enroll in both Child Development (EDUG 331) and

Foundations of Learning (EDUG 401) before the School of Education admission process. Students need to contact an admissions counselor to discuss the best credential program pathway.

Admission Requirements for Preliminary Teacher Credential

- Completed application
- Meet [basic skills requirement](#).
- Official transcript with evidence of an undergraduate degree from a regionally-accredited institution with a 2.75 or higher GPA sent directly to the School of Education*
- Completion of Child Development course or equivalent
- Evidence of 50 hours of observation or work with children in a public-school setting
- Proof of Certificate of Clearance (livescan)
- Evidence of subject matter competency by passing state CSET examination(s) or completion of state-approved waiver program—may show evidence of registering for examination(s) for application purposes, but will need to pass examination(s) by the designated student teaching application deadlines in order to student teach
- Two letters of recommendation from academicians or professionals who know the applicant's capacity for academic work
- Evidence of negative TB test results, within the last two years
- Admission decisions are made by the Departmental Admissions Committee

*Students who do not have the minimum GPA must submit a GPA petition to the School of Education along with 2 additional letters of reference from different academicians/professionals.

SUBJECT MATTER COMPETENCY

All teacher credential candidates must demonstrate competency in their specific subject matter area. In the State of California, this requirement can be met by successful completion of one of the alternatives that follow.

Multiple Subject candidates must

- Pass state-approved examinations in Multiple Subject (CSET) or
- Complete a state-approved, multiple subject waiver program

Single Subject candidates must either

- Pass state-approved examinations in their specific subject matter area (CSET), or
- Complete a state-approved, single-subject waiver program.

Education Specialist candidates must either

- Pass state-approved examinations in Multiple Subject CSET subtest, or
- Complete a state-approved, multiple subject waiver program, or
- Pass state-approved examinations (CSET) in a core academic subject, or
- Complete a state-approved, single-subject waiver program in a [core academic subject](#).
 - CTC's language on "[core academic subject](#)"

Before teacher credential candidates are allowed to student teach, competency in related subject matter content areas must be evidenced by either passing the CSET or by having completed at least four-fifths of an approved subject matter competency program. A student who successfully completes a waiver program does not need to pass the state-approved subject competency examinations. Subject matter competency must be met prior to the designated student teaching application deadlines in order to student teach.

MASTER OF ARTS DEGREES

The following is required of all applicants to School of Education master's degree programs. Specific programs may have additional requirements.

ADMISSIONS REQUIREMENTS

- Completed application
- Official transcript with evidence of an undergraduate degree from a regionally-accredited institution with a 3.0 or higher GPA sent directly to the School of Education (requirement is 2.75 GPA for the MA in Education: Learning and Teaching)*
- Personal statement of 500 words describing personal experience and interests in relationship to the degree program (requirement is an EQUITY statement for the MA in Education: Learning and Teaching)
- Two recommendations from professionals who know the applicant's capacity for academic work
- GRE scores (optional)
- Certification of Clearance required for candidates in Educational Administration and School Counseling
- Admission decisions are made by the Departmental Admissions Committee

*Students who do not have the minimum GPA must submit a GPA petition to the School of Education along with 2 additional letters of reference from different academicians/professionals.

FOR CREDENTIAL APPLICANTS ONLY:

- California teaching or basic services credential required for Preliminary Administrative Services Credential (PASC) program and the PASC is required for the Clear Administrative Services Credential (CASC) program
- If credential applicant has pursued post-baccalaureate study:
 - Official transcripts from regionally-accredited institutions reflecting all post-baccalaureate study in education (e.g., teaching credential, services credential, master's degree in an education field, etc.)
 - Evidence of a 3.0 or higher GPA from most recently completed post-baccalaureate program of study
- Proof of Certificate of Clearance
- [Meet the Basic Skills Requirement](#)
- Proof of administrative position for Intern (Preliminary Administrative Internship) and CASC candidates

FOR PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL APPLICANTS ONLY:

In addition to the admissions requirements for School of Education master's and credential programs, applicants to the Educational Administration program must possess a clear/life teaching or student services credential and have completed at least three years of full-time teaching or professional service (related to their credential) before beginning the program.

DOCTORATE IN LEADERSHIP FOR EDUCATIONAL JUSTICE (Ed.D.)

ADMISSIONS REQUIREMENTS

- Completed application
- Official transcript with evidence of a master's degree from a regionally accredited institution with a 3.0 or higher GPA sent directly to the School of Education*
- Writing requirement consisting of two parts:

1. A sample of professional writing (e.g., masters project or thesis, essay, major course paper, policy analysis, curriculum guide, book). There is no minimum or maximum length.
 2. A personal statement addressing the following:
 - How does your experience and education prepare you for doctoral work in educational justice?
 - How do you plan to use the knowledge, skills, and dispositions obtained from your doctoral studies to address leadership issues related to educational justice?
 - Two (2) letters of recommendation from professionals who know the applicant's capacity for academic work
 - Interview with program faculty
- *Students who do not have the minimum GPA must submit a GPA petition to the School of Education along with 2 additional letters of reference from different professionals.

The admission decision will be based on a holistic review of evidence of the quality of graduate-level work, the professional writing sample, the essay of 1,000-1,500 words addressing the writing prompts listed previously, and the two letters of recommendation from professionals who know the applicant's work. A panel of School of Education faculty will review the materials submitted by the applicant. Following an interview, the committee will render an admission decision.

International Applicants (all programs) Requirements Anyone who is not a citizen of the U.S. or who does not have a U.S. Permanent Resident Visa must apply using the established application process for international students. This process typically includes the regular application process, as well as some additional documents.

- Applicants whose primary language is not English are required to show proof of language proficiency by providing a score on one of the following three tests that meets or exceeds the indicated required minimum on that test for the particular program to which applicant is being made:
 - Test of English as a Foreign Language (TOEFL):
 - Applicants to the Ed.D., Masters of Education, Masters of Clinical Mental Health Counseling and all credential programs: A TOEFL score of 550 (or 213 for the computer-based test or 80 for the Internet-based test) or higher;
 - Applicants to the Masters in Counseling and Psychotherapy program: A TOEFL score of 550 (or 213 for the computer-based test or 80 for the Internet-based test) or higher;
 - International English Language Testing System (IELTS):
 - Applicants to the Ed.D., Masters of Education, Masters of Clinical Mental Health Counseling and all credential programs: IELTS scores of 6.5 or higher;
 - Applicants to the Masters in Counseling and Psychotherapy program: IELTS scores of 6.5 or higher;
 - DuoLingo English Test:
 - Applicants to the Ed.D., Masters of Education, Masters of Clinical Mental Health Counseling and all credential programs: DuoLingo English Test scores of 105 or higher;
 - Applicants to the Masters in Counseling and Psychotherapy program: DuoLingo English Test scores of 95 or higher;

- Applicants who have completed an undergraduate degree(s) abroad are required to submit transcripts to one of the evaluation services listed below for official evaluation.
 - International Education Research Foundation (IERF) [detailed report]
 - World Education Services: International Credential Evaluation (WES) [must include course-by-course evaluation]
- Applicants are also required to submit additional documentation and information to assist us in the I-20 issuing process:
 - Certificate of finances, which is required by the federal government to ensure international applicants have sufficient resources to pay for school expenses
 - Scan of passport
 - International supplemental information asked on the online application

SCHOOL OF EDUCATION ACADEMIC STANDARDS

Standards listed below provide additional information relevant to the School of Education. For policies that apply University-wide, please see "University Academic Standards".

ACADEMIC RECORDS

PUBLIC INFORMATION

The University of Redlands maintains student records in compliance with the Family Educational Rights and Privacy Act of 1974 (as amended) (FERPA), which assures students and parents of their right to privacy of information. The University also complies with the California Education Code.

The following is considered public information and may be released or published without the student's consent:

Student name, date, and place of birth; major field of study; dates of attendance; degrees, honors, and awards received; most recent educational institution attended; telephone number, and student-assigned e-mail; home address and telephone number; participation in special academic programs; and participation in recognized student activities.

Students who wish the above information withheld must sign a request within two weeks of their first registration and at the beginning of each academic year (July 1) thereafter.

GOOD ACADEMIC STANDING

Students are in good standing at the conclusion of any matriculated term in which they have a cumulative total GPA of 3.00 and have met program requirements.

PREREQUISITE COURSES

For admission to a course that requires a prerequisite, a student must have satisfactorily completed a prerequisite course with a grade of 2.0 or higher unless otherwise indicated.

MINIMUM CREDIT AND CURRICULUM REQUIREMENTS

The minimum number of credits required varies according to the program. See individual program listings for requirements. Curricula for School of Education graduate degree programs may be subject to change each year. School of Education students should consult the annual supplementary publication.

GRADUATE PROGRAM REQUIREMENTS

Requirements vary among graduate programs. Students should consult the appropriate departmental listing in this Catalog for specific requirements.

The following regulations pertain to graduate students in all programs at the University of Redlands:

CREDIT OBSOLESCENCE AND DEGREE COMPLETION

No course that has been completed more than six years before the date of graduation will be counted toward a University of Redlands master's degree. No course that has been completed more than six years before the time of matriculation in the program shall be counted toward a University of Redlands doctoral degree. Students who do not complete their degrees within the six-year completion limit may apply for a degree extension (subject to fees), up to a maximum of two years (total of eight years from

the original matriculation date in the degree program). Students in programs that have been eliminated or drastically changed may be required to complete the degree requirements in place at the time of an approved degree extension. If the extension is approved, the Associate Dean will determine if the student must complete the program in place at the time of the approved extension. Additionally, an approved degree completion extension will extend the Credit Obsolescence the same amount of time. If the extension is approved, a Degree Completion Extension Fee is assessed and must be paid before any registration can take place and/or credit applied to the student's record.

TRANSFER CREDIT

Transfer credit acceptability is determined after admission by School of Education faculty. Program requirements may be waived only when the course content equates to a University of Redlands course and when obsolescence is not a factor. No course that has been completed more than six years before the anticipated date of graduation shall be counted toward University of Redlands programs. No course that has been completed more than six years before the time of matriculation in the program shall be counted toward a University of Redlands doctoral degree.

UNDERGRADUATE

College of Arts and Sciences students who enroll in the Master of Arts in Education: Learning and Teaching (MALT) program may transfer a maximum of 18 credits of coursework spanning the EDUG 401–409 sequence. Only courses with a grade of 2.0 or higher will transfer and the student's cumulative GPA must meet the minimum requirement of 2.75 at the time of application to the MALT program.

GRADUATE

School of Education graduate students may transfer a maximum of 6 credits, grade 3.0 or higher required, from regionally-accredited institutions to waive program requirements. Transfer Credit must abide by the Credit Obsolescence and Degree Completion policy.

DOCTORAL

Students can satisfy up to 6 elective credits with master's or higher-level coursework in their area of study from advanced graduate work at the University of Redlands or transferred from another accredited institution. Coursework must have been completed within 6 years before the time of matriculation in the program.

ATTENDANCE

Students are expected to attend all scheduled meetings of the courses for which they are registered. Students who miss two consecutive class meetings or who do not abide by attendance policy outlined in the course syllabus without notifying their instructor may be administratively dropped from the course and remain financially obligated. Other consequences may arise as a result of enforcement of the requirements of financial aid programs.

COURSE ADDS/DROPS

Students in the School of Education who wish to add/drop a course must do so before the add/drop date of the corresponding term. Please see the School of Education academic calendar for more information. Additionally, students should discuss their schedule changes with their academic advisor.

The student is responsible for obtaining refunds of tuition and/or charges, which are calculated according to the tuition refund schedule located in the appropriate Tuition and Fees section of this Catalog. The student will receive a grade of "W" on their transcript.

Should a student miss the first 2 sessions of a course without notifying his or her instructor, he or she may be automatically dropped from the course without penalty.

If a student is dropped from two courses in sequence, or three courses within a twelvemonth period of matriculation, he or she may be administratively withdrawn from the program. To return to the program, the student will need to apply for readmission.

INDEPENDENT STUDY

In exceptional cases, independent study projects provide alternatives not available through regular course offerings or because of scheduling limitations. Credit for a single independent study project ranges from 1 to 4 credits; no more than 12 independent study credits can be counted toward a degree. Independent Study is subject to an additional fee except for doctoral students fulfilling electives.

Independent Study is arranged only under the following circumstances:

- to investigate topics not offered in the catalog;
- for catalog courses not currently offered;
- for catalog courses not available in the student's geographical area and not offered in the region within three months of the end of the core program or date of request.

First, students consult with their Academic Advisor. Second, the student develops an independent study contract with the faculty who agrees to oversee the project. The completed contract, which specifies course requirements (e.g., the number of meetings, readings, fieldwork, papers, and examinations, and evaluation) must be signed by the student and the faculty overseeing the study. Third, the contract must be reviewed and signed by the appropriate Department Chair prior to course registration or beginning any work. Fourth, the contract is signed by the Dean or Associate Dean. These four steps must occur in the specified order.

INCOMPLETE GRADES

See the Academic Standards chapter of this Catalog for more information regarding incomplete grades. It is incumbent upon the student to work with their instructor to complete any outstanding assignments. The deadline to make up an incomplete grade is eight weeks from the end date of the course. School of Education students cross-registered in the College of Arts and Sciences courses must meet the College of Arts and Sciences deadline.

OFFICIAL WITHDRAWAL OR LEAVE OF ABSENCE

A student who needs or desires to take a Withdrawal (WDPR) or take a Leave of Absence (LOA) from the University of Redlands must schedule an appointment with their Academic Advisor and complete an exit interview. A WDPR or LOA is considered official once the student gives notification of their intent and the Request Form has been submitted by the student. The Request Form will state the intentions of the student to discontinue the course(s) in which he/she is registered and the effective date the WDPR or LOA will be implemented, which is then recorded by the Registrar's Office. During a student's leave of absence, the University maintains all of his or her official records on an active basis.

Students returning from a leave of absence of one year or less are not required to be formally readmitted. Students will be expected to fulfill the graduation requirements in effect at the date of their original matriculation. Students who do not return from a leave of absence within one year are

withdrawn from the University. To return, they must be formally readmitted and must comply with the current Catalog requirements.

FIELDWORK PRACTICUM READMISSION

Students seeking re-entry to fieldwork, practicum, or internship must meet application deadlines.

ADMINISTRATIVE DISMISSAL FOR FINANCIAL OBLIGATION

Students who fail to meet their financial obligations to the University will be dismissed and will be accountable for tuition and fees accrued through the dismissal date. Students dismissed for any reason must stop attending class as they are no longer registered.

READMISSION

Students seeking readmission to the University after an absence of more than one year must meet the admission and program requirements at the time of readmission.

Students must apply for readmission and be approved by the Departmental Admissions Committee. Application and deadlines for readmission can be found at <https://www.redlands.edu/se/student-forms>. Readmitted students will be charged the tuition rate currently in effect. A student's account must be current at the time of readmission.

DEFINITION OF ACADEMIC CREDIT

One semester credit is awarded for the amount of work an average student would accomplish in a minimum of 40 hours (undergraduate) and 45 hours (graduate), including the hours spent in the laboratory or classroom.

NUMBERING SYSTEM

500–599	Post-baccalaureate credential courses not otherwise offered at undergraduate or graduate level
600–699	Graduate level
700–799	Post-graduate credential courses not otherwise offered as graduate courses
800–899	Doctoral courses
500X–599X	Continuing education courses not applicable to a degree

School of Education Academic Calendar

EDUCATION FALL 2021

August 9 to August 29	Registration/Advising Dates Fall Term
September 6	Labor Day/No School for Students
September 7	First Day of Fall Term
September 11	First Day of Saturday Classes
September 20	Last day to Add/Drop a class
October 25	First Day of Second Session
November 23 to November 27	Fall Break
November 25 to November 27	Thanksgiving/ University Closed
December 18	Last day of Fall Term
December 24 to January 1	Winter Break/University Closed

EDUCATION SPRING 2022

December 13 to January 9	Registration/Advising Dates Spring Term
January 17	Martin Luther King Day/No School for Students
January 18	First day of Spring Term
January 22	First Day of Saturday Classes
January 31	Last day to Add/Drop a class
March 7	First Day of Second Session
April 23	Last day of Spring Term
April 21 to April 23	Commencement Weekend

EDUCATION SUMMER 2022

April 11 to May 1	Registration/Advising Dates Summer Term
May 9	First Day of Summer Term
May 14	First day of Saturday Classes
May 23	Last day to Add/Drop a class
May 30	Memorial Day/No School for Students
June 27	First Day of Second Session
July 4	Independence Day/University Closed
August 13	Last day of Summer Term

SCHOOL OF EDUCATION GRADUATION REQUIREMENTS

APPLICATION FOR GRADUATION

Students who have completed all program requirements should be automatically signed off by the Registrar's Office upon completion of the program requirements.

COMMENCEMENT

School of Education students complete program requirements at various points throughout the year. Students may apply to commence in the academic year in which they complete their program requirements as long as they do so by August 31. An application must include a reasonable plan for completing the remaining credits by August 31 and should be submitted to the student's advisor by January 31. Doctoral candidates must successfully defend their dissertation by the last day of the eleventh week of Spring Term in order to be eligible for participation in commencement.

SCHOOL OF EDUCATION STUDENT FINANCIAL SERVICES

GENERAL INFORMATION

Every effort has been made to ensure the accuracy of this information at the time of publication. However, due to frequent changes in program regulations mandated by the U.S. Congress, Department of Education, and the State of California, the information contained herein is subject to change without notice.

Financial need is calculated as the difference between the cost of attending college and the expected family contribution. Financial aid is an award from a scholarship, grant, or loan that will assist in meeting this need.

APPLICATION PROCEDURES AND DEADLINES

Students must complete the Free Application for Financial Aid (FAFSA)* each year to receive financial aid. Undergraduate California residents who wish to apply for a Cal grant must complete the FAFSA* and submit a GPA verification to CSAC by March 2 prior to the academic year of anticipated entrance.

*May be submitted online at www.fafsa.gov.

Financial Aid Vocabulary

Acronyms and initials are frequently used in discussing financial aid; many appear in this publication. Familiarity with the following terms is helpful when investigating potential financial aid programs:

COA	Cost of Attendance
EFC	Expected Family Contribution
DL	Direct Lending
FAFSA	Free Application for Federal Student Aid
GPA	Grade Point Average
IRS	Internal Revenue Service
FSEOG	Federal Supplemental Educational Opportunity Grant
SAR	Student Aid Report

ELIGIBILITY

To receive need-based financial aid, a student must meet each of the following conditions:

- The applicant must be a United States citizen or eligible non-citizen.
- The applicant must have demonstrated financial need according to the current need-analysis procedure.
- The applicant must be registered with the Selective Service if the applicant is a male, at least 18 years old, and not a current member of the active armed forces.
- The applicant must be fully admitted and making progress toward an eligible degree or certificate program.
- The applicant must certify non-participation in the unlawful manufacturing, dispensation, possession, or use of a controlled substance.

OUTSIDE FUNDING SOURCES

MILITARY AND VETERAN BENEFITS

The University of Redlands has been designated by the Veterans Administration as one of the qualified institutions veterans may attend and receive benefits under the following U.S. Codes:

- Chapter 30, Montgomery G.I. Bill® (MGIB)—Active Duty
- Chapter 31, Veterans and Vocational Training and Rehabilitation Act (VR&E) [Public Laws 894 and 97-815]
- Chapter 32, VEAP
- Chapter 33, Post 9-11 GI Bill® I and Yellow Ribbon GI Education Enhancement Program
- Chapter 34, Vietnam Era Education Program
- Chapter 35, Dependents Educational Assistance Program (DEA)
- Chapter 1606, Montgomery GI Bill® —Select Reserve (MGIB-SR)
- Chapter 1607, Reserve Educational Assistance Program (REAP)

The University is approved as a Yellow Ribbon School with the U.S. Department of Veterans Affairs. For more information about VA benefit eligibility, contact the U.S. Department of Veterans Affairs at 1 (888) 442-4551 or visit gibill.va.gov/.

The University is authorized for the use of Tuition Assistance for qualified Active Duty, Reservist, or National Guard members. Members should contact their units' educational office for more information on eligibility and applying for Tuition Assistance benefits.

For more information on utilizing military or veteran benefits, contact the University of Redlands Military and Veteran Services at (909) 748-8337, military@redlands.edu, or visit www.redlands.edu/military.

LOANS

FEDERAL DIRECT SUBSIDIZED STUDENT LOAN

This long-term student loan is made available from the U.S. Department of Education. No interest is charged nor is repayment required while the borrower is enrolled at least halftime. The interest rate is published each year prior to July 1. Interest rates for all federal student loans can be found at studentaid.gov. For more information, visit www.redlands.edu/sfs/directloan.

Eligibility. Full-time and half-time students are eligible to apply. * Students are eligible for this loan if they demonstrate a financial need using standards established by the U.S. Secretary of Education. Eligibility is determined through needs analysis, documented via the FAFSA form. Eligibility is limited to U.S. citizens and qualified non-citizens. Also, the student must be officially admitted and registered in a degree-seeking program before the loan can be certified.

Loan Limits. Post-baccalaureate (teacher credential) students may borrow up to \$5,500 per academic year. The maximum aggregate Subsidized Direct Loan amount for an undergraduate or post-baccalaureate student is \$23,000. Repayment of principal and interest begins six months after leaving school or if enrollment is less than half-time, with up to ten years using standard repayment. Students are not required to begin making payments until the grace period ends; however, during the grace period, interest will accrue on subsidized and unsubsidized loans. If interest is not paid during the grace period, it will be capitalized. All loans are assessed a loan origination fee on the amount of the loan.

FEDERAL DIRECT UNSUBSIDIZED STUDENT LOAN

This long-term loan is available from the Department of Education. The interest rate is published each year prior to July 1. Interest rates for all federal student loans can be found at studentaid.gov. The Unsubsidized Loan is similar in terms and conditions to the Subsidized Loan; however, interest begins to

accrue on the Unsubsidized Loan as soon as the funds are disbursed and during all eligible periods of deferment and the grace period. The student's options in handling the interest on the loan are:

1. Pay the interest and principal;
2. Pay the interest quarterly and defer the principal; or
3. Defer the interest and principal until the student goes into repayment. (Interest will accrue while the student is enrolled and in the grace period. Interest will be capitalized to the loan when the student begins repayment.)

Eligibility. Full-time and half-time students are eligible to apply.* Eligibility is documented via the FAFSA form. This loan is available to graduate students and students who do not otherwise demonstrate the financial need necessary to qualify for a subsidized loan.

Loan Limits. Full-time and half-time graduate students may borrow up to \$20,500 per academic year. Undergraduate students may borrow up to \$12,500 per academic year in total Direct Loan funds. Maximum aggregate loan limits are: for a dependent undergraduate student, \$31,000; for an independent undergraduate student (or a dependent undergraduate student whose parent does not qualify for the PLUS Loan), \$57,500; for a graduate or professional student, \$138,500.

*see "Classification of Students" in the University Academic Standards section of the Catalog.

FEDERAL DIRECT GRAD PLUS LOAN

The Grad PLUS Loan (GPLUS) is available to creditworthy students enrolled at least halftime in a graduate or professional program (students enrolled in the School of Education post-baccalaureate teaching credential program are ineligible). The loan program is not dependent on income and assets and allows students to borrow the difference between the cost of education and the financial assistance they are scheduled to receive. Interest rates for all federal student loans can be found at studentaid.gov. It is recommended that students maximize their Direct Loan eligibility before borrowing from this program. For more information, visit www.redlands.edu/sfs/dgradplus.

NEED-BASED GRANTS

FEDERAL PELL GRANTS (POST-BACCALAUREATE)

The federal grant tables are published each year by the Federal Department of Education. The award is determined by the amount of the calculated student contribution in relation to the cost of attending the University of Redlands. Grants do not have to be repaid. Eligibility is limited to a total of twelve terms during the pursuit of the first baccalaureate or post-baccalaureate degree.

Eligibility. Full-time and half-time undergraduate or post-baccalaureate students with financial need are eligible. Those eligible generally have a low income and limited assets. Eligibility is determined through needs analysis, documented via the FAFSA form, and is limited to U.S. citizens and qualified non-citizens.

CAL GRANT A OR B (POST-BACCALAUREATE)

California residents who received a Cal Grant as an undergraduate student must submit a G-44 directly to the California Student Aid Commission to receive a fifth year of Cal Grant eligibility. Cal Grant eligibility is contingent on students and/or parents meeting income and asset requirements. Forms are available on the web at www.csac.ca.gov.

PAYMENT OF FINANCIAL AID AWARDS

All financial aid awards are credited directly to a student's account at the beginning of each term. If the amount of your aid exceeds the costs billed to your account, a refund will be issued to the recipient in accordance with federal financial aid regulations within fourteen days of when the credit occurs, unless written authorization from the borrower is received by Student Financial Services.

SATISFACTORY ACADEMIC PROGRESS

All students enrolled in a teacher credential program or graduate program through the School of Education must meet the Satisfactory Academic Progress (SAP) policy set forth by the University of Redlands and the federal government.

Satisfactory academic progress is evaluated on the basis of the number of credits completed and approved degree requirements, as well as the students' cumulative grade point average (GPA). To receive financial aid at the University of Redlands and maintain satisfactory academic progress, students must meet the following minimum standards when progress is checked after each term.

PACE

All students must maintain a completion percentage of 67% or above for their active academic program.

GPA

Post-baccalaureate teacher credential program—minimum cumulative GPA of 3.0. Graduate students—minimum cumulative GPA of 3.0.

TIME FRAME FOR COMPLETION

The maximum time frame for completion of the two-year graduate program is no more than three years or 150% of the actual time. The maximum time frame for completion of the ten-month teacher credential program is no more than fifteen months or 150% of the actual time. For students who attend less than full-time, the maximum time frame will be prorated accordingly based on their attendance.

REVIEW INTERVALS—GRADUATE PROGRAM

Student Financial Services will review all students receiving financial aid for Satisfactory Academic Progress (SAP) after each term. Students who do not meet the above requirements during any SAP review will be placed on warning for one term. At the end of the warning term, SAP will be reviewed again. Students who are still not meeting the minimum standards will be placed on Financial Aid Suspension. If a student feels they have a reason to appeal for reinstatement, they can submit an appeal and, if approved, will be placed on probation for one term.

TEACHER CREDENTIAL PROGRAM

Post-baccalaureate students (teacher credential) will be required to meet minimum SAP requirements as stated above. Student Financial Services will review progress at the end of the pre-service core classes; just prior to the beginning of the student teaching requirement. Students who fail to meet minimum requirements will be placed on financial aid suspension for the remainder of the program and will not receive additional aid until an appeal is approved by Student Financial Services, and the student is placed on probation for one term. Students who fail to finish student teaching in the time allotted by the School of Education, and who fail to meet the probationary requirements, will be placed on financial aid suspension and will be ineligible for further aid.

APPEAL PROCESS

Students placed on Financial Aid Suspension who wish to receive financial aid during their term of suspension must return the SAP appeal form along with all supporting documentation within the current payment period to the SAP Review Board in Student Financial Services

STUDENT RIGHTS AND RESPONSIBILITIES

The rights and responsibilities of all financial aid recipients as required by federal and state regulations are outlined below.

WHAT STUDENTS HAVE THE RIGHT TO KNOW:

- The deadlines for submitting an application for each of the available programs
- How your financial need was determined
- How much of your financial need has been met
- What resources were considered in the calculation of your need
- What financial aid programs are available and their exact requirements
- How eligibility for financial aid programs is determined, how decisions on eligibility are made, the basis for these decisions, and the procedures for appealing decisions if you believe you have been treated unfairly
- What portion of your financial aid is a loan, and what portion is a grant. If the aid is a loan, you have the right to know the total amount that must be repaid, the amount of each payment, the interest rate, the length of time you have to repay the loan, and when repayment is to begin
- What it costs to attend the University of Redlands, and what the University's Withdrawal policy requires of the University and of you
- How the University determines whether you are making satisfactory progress and what happens if you are not
- What happens if you withdraw or drop out during the year

RESPONSIBILITIES OF STUDENTS:

- You should carefully read all information regarding programs at the University of Redlands
- You must complete all forms accurately and submit them on time to the correct agency or office
- You should be careful and accurate in completing your application for student financial aid. Errors can result in long delays in your receipt of financial aid. Intentional misreporting of information on application forms for federal financial aid is a violation of law and is considered a criminal offense subject to penalties under the U.S. Criminal Code
- You must be aware of and comply with the deadlines for application and reapplication for aid
- You need to maintain good academic standing and make satisfactory progress
- You are required to report to Student Financial Services if you drop below full-time status
- You must provide all additional documentation, verification, corrections, and/or new information requested by either Student Financial Services or by any agency to which you submitted an application
- You must update information concerning name change, address change, withdrawal, or graduation as they occur. Notify Student Financial Services or any agency that has awarded you funds
- You must accept responsibility for reading, understanding, and keeping copies of all forms that you are asked to sign
- You must comply with all applicable policies and regulations when you accept financial aid from any source

- You should keep track of the total amount of your loans as you go through school so that you have accurate knowledge of the total amount you owe when it is time to begin repayment
- If you have received a Federal Perkins Student Loan or a Federal Direct Loan from Student Financial Services, you must complete an exit interview as required by federal law before graduating, transferring, or withdrawing from the University of Redlands
- If you receive additional funds from any source, such as outside scholarships, before or after you receive financial aid from the University, you must report the source and value of the award to Student Financial Services. Receipt of additional funds frequently requires an adjustment to the existing financial aid award to avoid an “over-award” as defined by federal and state regulations

FEDERAL REFUND POLICY

If a student withdraws or takes a leave of absence during a term, their financial aid may be refunded according to the federal refund guidelines. There are three steps that the University of Redlands must complete to comply with the federal policy:

- Determine the withdrawal date
- Determine the amount of earned federal aid
- Return unearned federal funds to the appropriate program(s)

The withdrawal date is the date the student gives official notification of his or her intent to withdraw. For the withdrawal to be considered official, the student must provide written notification to the School of Education. If the student fails to withdraw officially, the applicable date will become the midpoint of the term. In certain circumstances, if a last date of attendance in an academic activity is substantiated, this date can be used in lieu of the midpoint of the term or date of notification.

Students who withdraw before completing at least 60 percent of the term will “earn” funds in direct proportion to the time they were enrolled. The percentage of earned aid is determined by dividing the total number of calendar days enrolled by the total number of days in the term. Students who complete at least 60 percent of the term are eligible for 100 percent of their federal financial aid.

Unearned aid must be returned to the appropriate programs in accordance with the calculation schedule approved by the U.S. Secretary of Education. Refunds to specific Title IV programs will be made according to current regulations.

REPAYMENT POLICY

If a student withdraws completely or is disqualified, the student will be expected to repay the calculated refund using the federally mandated refund policy guidelines. Failure to repay funds could cause suspension from future participation in any federal financial aid programs.

ALLOCATION OF FEDERAL PORTION OF REFUNDS AFTER WITHDRAWAL

If a refund is available under federally mandated refund policy guidelines, students will not receive refunds until all funds representing financial aid awards have been returned to the respective financial aid programs as required by federal regulations. The federal portion of the refund will be allocated in the following order:

1. Federal Direct Student Loan
2. Federal Direct PLUS Loan (includes Grad Direct PLUS)
3. Federal Pell Grant
4. Federal SEOG

5. Federal Teach Grant

6. Other Title IV Assistance

APPEAL PROCESS

Any student wishing to appeal a financial aid decision must do so in writing to the University of Redlands, Student Financial Services.

UNIFORM CRIME REPORTING

For information regarding compliance with federal regulations on uniform crime reporting, please refer to the Legal Statements section of this Catalog.

DRUG-RELATED CONVICTIONS AND STUDENT INELIGIBILITY

Title IV financial aid eligibility is suspended for students convicted of violating State or Federal drug possession or sale laws that occurred during a period of enrollment for which a student was receiving Title IV aid.

For drug possession convictions, eligibility is suspended:

- one year for the first offense,
- two years for the second offense, and
- indefinitely for the third offense

For drug sale convictions, eligibility is suspended:

- two years for the first offense, and
- indefinitely for the second offense

A student's Title IV financial aid eligibility may be resumed before the end of the ineligibility period if:

- the student satisfactorily completes a drug rehabilitation program which complies with criteria established by the Secretary of Education and such a program includes two unannounced drug tests; or the conviction is reversed, set aside, or otherwise removed from the student's record.

INFORMATION AND ASSISTANCE

For further information about financial aid or for assistance in completing any of the application forms, write: Student Financial Services, University of Redlands, P.O. Box 3080, Redlands, CA 92373-0999; or call Monday through Friday, 8 a.m. to 5 p.m., at (909) 748-8047; or e-mail sfs@redlands.edu.

SCHOOL OF EDUCATION TUITION AND FEES

The following schedules list the principal expenses and regulations concerning the payment of fees for the 2021-2022 academic year. All expenses are subject to change. When such changes are made, notice will be given as far in advance as possible.

TUITION, FEES, AND EXPENSES

Numbers in columns indicate dollar amounts.

TUITION, PER CREDIT

EDUCATION

Preliminary Teaching Credential	\$789
M.A., Education/Credential Administration	789
School Counseling	789
Clinical Mental Health Counseling	789
Curriculum and Instruction	789
Higher Education	789
Learning and Teaching	789
Education Specialist	789
Leadership for Social Justice	789
Human Services	789

SERVICES CREDENTIAL PROGRAMS

Pupil Personnel Services	789
Preliminary Administrative Services	789
Professional Administrative Services	789

PROFESSIONAL DEVELOPMENT, INDUCTION PROGRAMS

Master's Level	789
Non-Master's Level, per course	789
Doctorate	1,088

AUDIT, PER CREDIT

Audited courses are billed at the current per-credit rate for the degree program in which the course resides.

REPEAT COURSES, PER CREDIT

Repeated courses are billed at the student's per-credit program rate, provided he or she is currently enrolled in his or her core program. All other courses will be billed at the current per credit rate for the degree program in which the course resides.

OTHER FEES

EXAMINATION FOR CREDIT IN LIEU OF COURSE (per credit) \$295

Available only to full-time students who have not previously audited or attended the course.

MATRICULATION FEE (not refundable) \$150

Encompasses costs incurred by the University for maintenance of students' permanent records.

INDEPENDENT STUDY FEE (not refundable, prepaid) \$275

Independent study courses are billed at the current per-credit rate for the degree program in which the course resides.

DISSERTATION EXTENSION FEE \$1,088

If a doctoral candidate is unable to successfully defend his or her dissertation and successful defense of the dissertation within the last trimester of the program, a fee equivalent to 1 credit of tuition will be charged for each trimester required to complete the dissertation and defense. The candidate will be required to enroll in EDUC 862 Dissertation Writing Extension for each trimester required until completion of the dissertation and defense. The dissertation extension will be supervised by the candidate's dissertation faculty chair.

DUPLICATE DIPLOMA FEE \$50

TRANSCRIPTS OF RECORDS (each copy) \$10

Transcripts are now requested online at: www.getmytranscript.com for a fee that may include an additional vendor fee, per transcript for standard mail delivery option.

ADMISSIONS DEPOSIT FOR INTERNATIONAL STUDENTS \$350

Each international School of Education student admitted to the University must pay a \$350 admissions deposit. For the student who enrolls and begins, the deposit will be credited towards the student's tuition. For students who do not enroll, the admissions deposit will be non-refundable.

LATE CHANGE OF PROGRAM PROCESSING FEE

Petition Fee \$40 – For any petition submitted for changes involving the current term (add/drop a course after open registration).

Petition Fee \$90 – For any petition submitted for changes involving a previous term (retroactive withdrawal, grade disputes, etc.)

California Teacher Performance Assessment (CALTPA) Remediation Fee \$50 – Faculty will meet with a teacher candidate and provide guidance on improvement for revision and resubmissions of the assessment.

CROSS-REGISTRATION WITH ARTS AND SCIENCES

Full-time School of Education students may cross-register for one Arts and Sciences course per term as part of their degree program with the approval of their academic advisor, provided the course does not duplicate a School of Education offering. Classes must be at the intermediate or advanced level (courses numbered 300 through 499). Arts and Sciences add requests must be signed by the student's academic advisor and the Registrar. Part-time students are subject to the same regulations applicable to full-time students.

PAYMENT POLICY

Tuition and fees are billed by term, with payment due 30 days from the invoice date. All charges must be paid in full prior to the tuition due date. All remittances should be made payable to the University of Redlands.

Students with a past due balance on their University account are subject to dismissal from the University. The University will not release diplomas or process degree conferrals until the past due balance is paid in full.

Students will not be permitted to preregister for the next term until the past due balance is paid in full.

If the University is required to use third-party collections (i.e., collection agency or attorney) to collect the student account balance due, any future registration may require payment in advance.

For information regarding student and parent loan programs, please refer to the appropriate category in the Student Financial Services section of this Catalog.

POLICY ON REFUNDS

Students who voluntarily drop all courses in a term prior to attending will have tuition and fees refunded in full for that term. Certain fees may be non-refundable. Information regarding non-refundable fees can be found in the tuition, fees and expenses section of the catalog. Once a student begins attendance in a term, all fees are non-refundable.

If the student withdraws or takes a leave of absence prior to the end of the term, a student must complete the official withdrawal or leave of absence process detailed in their respective course catalog to receive a tuition refund.

Tuition for courses dropped prior to the add/drop date for the term will be refunded in full. Once the add/drop date has passed, tuition is prorated based on the number of sessions attended out of the total number of scheduled sessions through the first 60 percent of the semester. The withdrawal date used to calculate the tuition proration is the date the student completes the official withdrawal process or last date of attendance at an academically related activity, if documented.

OFFICIAL WITHDRAWAL

A withdrawal is considered official when written notice has been provided to the Registrar's Office stating the intention of the student to discontinue the course(s) or program in which he or she is registered or the University administratively withdraws students from courses or programs for non-attendance, financial nonpayment, or academic actions. Written withdrawal notification must include the last date of attendance. The withdrawal will be considered effective as of the last date of attendance.

If a student fails to attend the first two sessions of any course, the student may be administratively dropped by the University from the course. If a student is dropped from two courses in sequence or three courses within a twelve-month period, he or she may be administratively withdrawn from the program and will be charged in accordance with the University's Refund Policy.

RETURNING STUDENTS

Students re-enrolling after withdrawal from the University will be charged current rates and fees based on the start date of new registration.

DENIAL OF ADMISSION

Students who are denied admission to a program after beginning their coursework may immediately withdraw or continue the current course. Students will be liable for 100% of the course costs for all

courses completed. Course costs include per-credit tuition, matriculation fees, and related course fees. Academic credit will be received for all completed courses. A withdrawal is considered official when written notice is provided to the Registrar's Office stating the student's intention to withdraw.

TUITION LIABILITY AND REFUND SCHEDULE

A Program Withdrawal form or a letter of withdrawal must be sent to the Registrar's Office to withdraw officially from the program. The matriculation fee is non-refundable.

SCHOOL OF EDUCATION AWARDS AND HONORS

Outstanding student awards from every program are presented to candidates who excel in the academic requirements of the program, emerge as a leaders in their cohort group, and are deeply committed.

Dorothy D. Arthur Endowed Scholarship

Established by Mildred Naslund '45 in honor of her dear friend Dorothy (Dottie) '43, this award is presented to a Preliminary Teacher Credential candidate with a strong commitment to education as a profession and the potential to become an outstanding classroom teacher. Miss Arthur had a 42-year career as an elementary teacher in her hometown of Redlands. She is thrilled to know that future generations of aspiring teachers will be supported in their educational endeavors through this award.

Gordon Atkins Award

Presented to the master's candidate judged by graduate faculty to have demonstrated the most outstanding academic and professional development at the completion of his or her program.

Nelson W. Burdett Endowed Graduate Scholarship

Presented annually to an undergraduate OR post-baccalaureate preliminary or secondary teacher credential candidate who demonstrates a strong commitment to education and the potential to become an outstanding educator.

Stanley Combs Secondary Teaching Award

Presented annually to an undergraduate or post-baccalaureate candidate in a single subject teacher credential program who best exemplifies the moral and spiritual qualities, poise, humility, and professional attitude characteristic of a good teacher.

Dorothy Inghram Endowed Education Scholarship

Presented annually to a graduate student who shares Miss Inghram's passion for educational justice.

Lois Fair Wilson Endowed Education Scholarship

Established by Mildred Naslund '45 in honor of her dear friend Lois '45, this award is presented to a Preliminary Teacher Credential candidate with a strong commitment to education as a profession and the potential to become an outstanding classroom teacher. Mrs. Wilson had a long career as a teacher and administrator. She received a doctorate in education in 1972 and has served on the education faculty of several institutions, including the University of Redlands and Stanford University. This award serves as a tribute to Mrs. Wilson's mission of service and dedication to lifelong learning.

Alpha Delta Kappa, Outstanding Student Teaching Award

Presented annually to an undergraduate and/or post-baccalaureate student pursuing a teacher credential who demonstrates a strong commitment to education and has the potential to become an outstanding educator. Alpha Delta Kappa is an honorary educational organization which promotes educational and charitable projects, sponsors scholarships, and works toward promoting excellence in the teaching profession.

Cahill Family Endowed Scholarship

Presented annually to a full-time College of Arts and Sciences student of senior standing pursuing a BA degree in Liberal Studies that has been accepted into the School of Education for the Masters in Learning & Teaching program. A subsequent award is presented to a student of junior standing. Cahill

Family Endowed Scholarship is awarded to students that best exemplify an aptitude to succeed in an education career.

Adjunct Faculty Excellence in Teaching Award (Department of Teaching & Learning, Department of Counseling and Human Services, and Department of Leadership and Higher Education)

This award is given annually to an adjunct faculty member in each department who has significantly contributed to the School of Education as both a highly effective teacher and a collaborative colleague.

SCHOOL OF EDUCATION PROGRAMS OF STUDY

ACCREDITATION AND CERTIFICATION

Each teacher and service credential is accredited by the California Commission on Teacher Credentialing (CCTC). The teacher credentials are aligned with California SB 2042 standards. The pupil personnel services and the administrative services credentials also meet current state mandates. Master's programs and the doctoral program are accredited through the Western Association of Schools and Colleges (WASC).

MASTER OF ARTS IN EDUCATION DEGREES AND SERVICE CREDENTIALS

The School of Education offers the following areas of study for a Master of Arts in Education degree: School Counseling, Educational Administration, Higher Education, Human Services, and Learning and Teaching. The requirements for specific California teaching or services credentials may be incorporated into some degree programs. In addition, master's degrees may be earned without credentials, as in School Counseling. For those already holding master's degrees, a pupil personnel services credential may be earned in a credential-only program. Some programs have multiple starts each year. Classes are scheduled in the evening to accommodate working adults and courses are taught by full-time faculty and adjunct practitioners. Students also have Internet access to course content, classmates and faculty through Moodle, a software program that facilitates online discussions and information exchange.

The master's programs, with the exception of the Master of Arts in Education Learning and Teaching, are based on a foundation of graduate courses. These "core courses" provide the basic knowledge and skills to perform graduate level research, assessment, evaluation, writing, and personal and professional reflection, as well as multicultural perspectives. In addition to these core courses, each program has requirements specific to its discipline and tailored to meet student needs and interests. Students in these master's programs complete an exit process tailored to their individual program (see program information for more details).

CREDENTIAL PROGRAMS

TEACHER CREDENTIAL PROGRAMS (SB 2042)

- Preliminary Multiple Subject, elementary
- Preliminary Single Subject, secondary
- Education Specialist Credential with an Emphasis in Mild/Moderate Disabilities

SERVICE CREDENTIAL PROGRAMS

- Pupil Personnel Services Credential
- Clear Administrative Services Credential

REGISTRATION

Students register for classes using Student Planning. Students plan their program in consultation with their advisors during the orientation periods that precede registration day and the start of classes. Recommended pathways are available on the School of Education website. Changes in registration may be made at the beginning of each term, before the add/drop deadline. Relevant dates are listed in the academic calendar.

ADVISING

Upon admission students will be assigned an academic advisor. During the advising period students will work with an advisor to determine course selection that meet both State and University requirements and are tailored to the student's interests. For specific programmatic requirements, students should refer to this catalog or www.Redlands.edu/schoolofeducation.

ORIENTATION

Orientation will provide students with essential information regarding coursework, fieldwork, financial aid, and the overall functions of the university. Orientation will be held for incoming students prior to the start of classes. Refer to the academic calendar for orientation dates. Students are strongly encouraged to attend.

DEPARTMENT OF TEACHING AND LEARNING

THE PROGRAMS

- Preliminary Teacher Credential for undergraduate students
 - Multiple Subject
 - Single Subject
- Preliminary Teaching Credential
 - Multiple Subject
 - Single Subject
- Education Specialist Teaching Credential
- Master of Arts in Education: Learning and Teaching
 - Multiple Subject
 - Single Subject
 - Education Specialist

PROGRAM REQUIREMENTS

PRELIMINARY TEACHER CREDENTIAL PROGRAMS

SINGLE AND MULTIPLE SUBJECT TEACHING CREDENTIALS

The coursework and the field experience segments of the Preliminary Teacher Credential program are delivered in a 36-39 credit hour sequence accompanied by early fieldwork experience. Each semester, students take an educational foundations course and methods courses. When candidates demonstrate the required program competencies, including all prerequisites and a 3.0 or higher cumulative grade point average in content and pedagogy coursework, they may begin their student teaching placements or internship. Credential candidates must pass two cycles of the Teacher Performance Assessment (CalTPA), a state-mandated examination required for recommendation for a credential. Educational technology and literacy content are incorporated in all courses. Field experiences and CalTPA cycles are also integrated into courses, as are theory and skills needed to effectively teach English learners and diverse student populations enrolled in today's classroom.

LEARNING OUTCOMES

Learning outcomes for the Preliminary Teacher Credential programs are found at:

Multiple Subject— www.redlands.edu/CTC-PMS/learning-outcomes and

Single Subject— www.redlands.edu/CTC-PSS/learning-outcomes.

UNDERGRADUATE STUDENTS

Students from the College of Arts and Sciences interested in earning a teaching credential must apply to the School of Education. Undergraduate students can enroll in Child Development (EDUG 331) and Foundations of Learning (EDUG 401) before the School of Education admission process. Students need to contact an enrollment counselor (or a CAS Faculty Advisor) to discuss the best credential program pathway.

ADDITIONAL REQUIREMENTS FOR CREDENTIALS

To be eligible to be recommended for the Preliminary Teaching Credential or the Preliminary Education Specialist Credential, candidates must meet the U.S. Constitution credential requirement. For details on meeting this requirement, contact the School of Education. Introduction to American Politics (POLI 111) or American History to 1877 (HIST 121) in the College of Arts and Sciences, or their equivalents, satisfy the requirement. Multiple Subject and Education Specialist Credential candidates must also complete the Reading Instruction Competence Assessment® (RICA®).

SUBJECT MATTER COMPETENCY

All teacher credentials candidates must demonstrate competency in their specific subject matter area prior to student teaching or internship and the teaching seminar (unless otherwise stated by the California Commission on Teacher Credentialing or by Executive Order). In the state of California, this requirement can be met by successful completion of one of the alternatives described below.

- Multiple Subject- All multiple subject CSET subtests or a state-approved undergraduate subject matter preparation program
- Single Subject- All single subject CSET subtests in specific subject matter area must be passed or a state-approved undergraduate subject matter preparation program

Prior to being recommended for the Preliminary Credential, students must complete the following (unless otherwise stated by the California Commission on Teacher Credentialing or by Executive Order):

- Multiple Subject–CPR requirement, Individual Development Plan, and CalTPA instructional cycles I and II passed
- Single Subject–CPR requirement, Individual Development Plan, CalTPA instructional cycles I and II passed

UNDERGRADUATE MULTIPLE SUBJECT TEACHER CREDENTIAL REQUIRED COURSES:

- EDUG 401 Foundations of Learning (3)
- EDUG 403 Multiple Subject Methods I: STEM Methods (3)
- EDUG 405 Multiple Subject Methods II: English Language Arts (3)
- EDUG 411 Foundations of Literacies (3)
- EDUG 407 Multiple Subject Methods III: Multicultural Social Studies (3)
- EDUG 409 Multiple Subject Methods IV: Literacy and Assessment (3)
- EDUG 455 Foundations of Teaching: Student-Teaching Seminar (2)
- EDUG 453A Student Teaching I (5)
- EDUG 453B Student Teaching II (5)

Undergraduate students are not eligible for internships.

MULTIPLE SUBJECT TEACHER CREDENTIAL REQUIRED COURSES

- EDUC 501 Foundations of Learning (3)
- EDUC 503 Multiple Subject Methods I: STEM Methods (3)
- EDUC 505 Multiple Subject Methods II: English Language Arts (3)
- EDUC 511 Foundations of Literacies (3)
- EDUC 507 Multiple Subject Methods III: Multicultural Social Studies (3)
- EDUC 509 Multiple Subject Methods IV: Literacy and Assessment (3)

AND

Student Teaching Option:

- EDUC 555 Foundations of Teaching: Student-Teaching Seminar (2)
- EDUC 553A Student Teaching I (5)
- EDUC 553B Student Teaching II (5)

OR

Internship Option:

- EDUC 556 Foundations of Teaching: Internship Seminar (2)
- EDUC 554 Internship (13)*

*Speak to an advisor regarding internship option requirements.

UNDERGRADUATE SINGLE SUBJECT TEACHER CREDENTIAL REQUIRED COURSES:

- EDUG 401 Foundations of Learning (3)
- EDUG 402 Single Subject Methods I: Critical Pedagogy and Instructional Design (3)
- EDUG 404 Single Subject Methods II: Literacies for Diverse Learners (3)
- EDUG 411 Foundations of Literacies (3)
- EDUG 406 Single Subject Methods III: Content Area Teaching (3)
- EDUG 408 Single Subject Methods IV: Content Area Literacy and Assessment (3)
- EDUG 455 Foundations of teaching: Student-Teaching Seminar (2)
- EDUG 453A Student Teaching I (5)
- EDUG 453B Student Teaching II (5)

Undergraduate students are not eligible for internships.

SINGLE SUBJECT TEACHER CREDENTIAL REQUIRED COURSES:

- EDUC 501 Foundations of Learning (3)
- EDUC 502 Single Subject Methods I: Critical Pedagogy and Instructional Design (3)
- EDUC 504 Single Subject Methods II: Literacies for Diverse Learners (3)
- EDUC 511 Foundations of Literacies (3)
- EDUC 506 Single Subject Methods III: Content Area Teaching (3)
- EDUC 508 Single Subject Methods IV: Content Area Literacy and Assessment (3)

AND

Student Teaching Option:

- EDUC 555 Foundations of Teaching: Student-Teaching Seminar (2)
- EDUC 553A Student Teaching I (5)
- EDUC 553B Student Teaching II (5)

OR

Internship Option:

- EDUC 556 Foundations of Teaching: Internship Seminar (2)
- EDUC 554 Internship (13)*

*Speak to an advisor regarding internship option requirements.

PRELIMINARY EDUCATION SPECIALIST INSTRUCTION CREDENTIAL MILD/MODERATE DISABILITIES

The Education Specialist program prepares individuals to teach students with mild to moderate disabilities and students with autism spectrum disorders in K–12 settings. Candidates take coursework and engage in field experiences concurrently from the very beginning of the program. The course content prepares candidates to know and understand various types of disabilities and their causes; design, adapt and differentiate instruction for students with a wide range of abilities and disabilities; design and implement positive behavior support plans for students' behavioral challenges; and

administer and interpret a wide variety of assessment instruments for referral and progress monitoring of struggling students and students with mild to moderate disabilities. The combined coursework and fieldwork experiences require candidates to think critically and reflectively about the theory to practice continuum. The capstone experience in this program consists of an intensive student teaching experience in a special education classroom or setting, plus the presentation of a summative portfolio of assignments and case studies to address the Teacher Performance Expectations (TPE) required by the California Commission on Teacher Credentialing (CCTC). Completion of these requirements, along with successful completion of all coursework with a GPA of 3.0 or higher, is required for recommendation for the credential.

LEARNING OUTCOMES

Learning outcomes for the Preliminary Education Specialist Instruction credential are found at: www.redlands.edu/CTC-PSE/learning-outcomes.

ADDITIONAL REQUIREMENTS FOR CREDENTIALS

To be eligible to be recommended for the Preliminary Teaching Credential or the Preliminary Education Specialist Credential, candidates must meet the U.S. Constitution credential requirement. For details on meeting this requirement, contact the School of Education. Introduction to American Politics (POLI 111) or American History to 1877 (HIST 121) in the College of Arts and Sciences or their equivalents, satisfy the requirement. Multiple Subject and Education Specialist Credential candidates must also complete the Reading Instruction Competence Assessment® (RICA®).

SUBJECT MATTER COMPETENCY

All teacher credentials candidates must demonstrate competency in their specific subject matter area prior to student teaching or internship and the teaching seminar (unless otherwise stated by the California Commission on Teacher Credentialing or by Executive Order). In the state of California, this requirement can be met by successful completion of one of the alternatives described below.

- Multiple Subject- All multiple subject CSET subtests must be passed or a state-approved waiver program
- Single Subject- All single subject CSET subtests in a core academic subject must be passed (Art; Mathematics, including foundation-level mathematics; science, including foundation-level; English, general science or specialized science; music; foreign language; social science) or a state-approved waiver program in a core academic subject

Prior to completion of the credential program, students must complete the following (unless otherwise stated by the California Commission on Teacher Credentialing or by Executive Order):

- CPR requirement, U.S. Constitution requirement, Individualized Development Plan and pass the TPE portfolio

Required Courses:

- EDUC 501 Foundations of Learning (3)*
- EDSP 510 Foundations of (Dis)ability and Special Education (3)
- EDUC 503 Multiple Subject Methods I: STEM Methods (3)**
- EDUC 505 Multiple Subject Methods II: English Language Arts (3)**
- EDSP 516 Inclusion, (Dis)ability, and the Classroom Community (3)
- EDSP 525 Diagnostic Reading and Specialized Interventions (3)
- EDSP 552A Education Specialist Teaching Seminar (1)

-- EDSP 552B Education Specialist Teaching Seminar (1)

*EDUC 501 waived for students holding a multiple or single subject credential.

**EDUC 503 and 505 waived for students holding a multiple subject credential.

AND

Student Teaching:

-- EDSP 555A Education Specialist Student Teaching I (5)

-- EDSP 555B Education Specialist Student Teaching II (5)

OR

Internship:

-- EDSP 553 Education Specialist Internship (13)*

*Speak to an advisor regarding internship option requirements.

MASTER OF ARTS IN EDUCATION LEARNING AND TEACHING

The Master of Arts in Education Learning and Teaching (MALT) is an innovative program of study which integrates research and practice. The program is designed for aspiring K-12 teachers who wish to concurrently earn their master's degree while meeting the State of California-approved requirements for the Preliminary Teaching Credential in either single or multiple subjects or Education Specialist Preliminary Credential.

The MALT program is delivered in a 36-39 credit hour sequence accompanied by early fieldwork experiences. Educational technology is incorporated in all courses, field experiences, and CalTPA cycles, as are theory and skills needed to effectively teach English learners and diverse student populations enrolled in today's classrooms.

LEARNING OUTCOMES

Learning outcomes for this program may be found at: www.redlands.edu/MALT/learning-outcomes.

ADDITIONAL REQUIREMENTS FOR CREDENTIALS

To be eligible to be recommended for the Preliminary Teaching Credential or the Preliminary Education Specialist Instruction Credential, candidates must meet the U.S. Constitution requirement. For details on meeting this requirement, contact the School of Education. Introduction to American Politics (POLI 111) or American History to 1877 (HIST 121), in the College of Arts and Sciences, or their equivalents, satisfy the requirement. Multiple Subject and Education Specialist Credential candidates must also complete the Reading Instruction Competence Assessment® (RICA®).

SUBJECT MATTER COMPETENCY

All teacher credential candidates must demonstrate competency in their specific subject matter area prior to student teaching or internship and the student teaching seminar. In the state of California, this requirement can be met by successful completion of one of the alternatives described below.

Prior to student teaching or internship students must complete the following (unless otherwise stated by the California Commission on Teacher Credentialing or by Executive Order):

- Multiple subject--All CSET multiple subject tests must be passed or a complete state-approved waiver program
- Single Subject--All single subject CSET subtests in specific subject matter area must be passed or a complete state-approved waiver program

Prior to completion of the credential program, students must complete the following (unless otherwise stated by the California Commission on Teacher Credentialing or by Executive Order):

- Multiple Subject– CPR requirement, Individualized Development Plan and CalTPA instructional cycles I and II passed
- Single Subject– CPR requirement, Individualized Development Plan, CalTPA instructional cycles I and II passed

SINGLE OR MULTIPLE SUBJECT TRACK

REQUIRED COURSES FOR MULTIPLE SUBJECT TRACK

- MALT 601 Foundations of Learning (3)
- MALT 603 Multiple Subject Methods I: STEM Methods (3)
- MALT 605 Multiple Subject Methods II: English Language Arts (3)
- MALT 611 Foundations of Literacies (3)
- MALT 607 Multiple Subject Methods III: Multicultural Social Studies (3)
- MALT 609 Multiple Subject Methods IV: Literacy and Assessment (3)
- MALT 610 Research in Practice (6)

AND

Student Teaching Option:

- MALT 655 Foundations of Teaching: Student-Teaching Seminar (2)
- MALT 653A Student Teaching I (5)
- MALT 653B Student Teaching II (5)

OR

Internship Option:

- MALT 656 Foundations of Teaching: Internship Seminar (2)
- MALT 654 Internship (13)*

*Speak to an advisor regarding internship option requirements.

REQUIRED COURSES FOR SINGLE SUBJECT TRACK

- MALT 601 Foundations of Learning (3)
- MALT 602 Single Subject Methods I: Critical Pedagogy and Instructional Design (3)
- MALT 604 Single Subject Methods II: Literacies for Diverse Learners (3)
- MALT 611 Foundations of Literacies (3)
- MALT 606 Single Subject Methods III: Content Area Teaching (3)
- MALT 608 Single Subject Methods IV: Content Area Literacy and Assessment (3)
- MALT 610 Research in Practice (6)

AND

Student Teaching Option:

- MALT 655 Foundations of Teaching: Student-Teaching Seminar (2)
- MALT 653A Student Teaching I (5)
- MALT 653B Student Teaching II (5)

OR

Internship Option:

- MALT 656 Foundations of Teaching: Internship Seminar (2)
- MALT 654 Internship (13)*

*Speak to an advisor regarding internship option requirements.

MASTER OF ARTS IN EDUCATION LEARNING AND TEACHING EDUCATION SPECIALIST

The Education Specialist program prepares individuals to teach students with mild to moderate disabilities and students with autism spectrum disorders in K–12 settings and in classes organized primarily for adults through age 22. Candidates take coursework and engage in field experiences concurrently from the very beginning of the program. The course content prepares candidates to know and understand various types of disabilities and their causes; design, adapt and differentiate instruction for students with a wide range of abilities and disabilities; design and implement positive behavior support plans for students' behavioral challenges; and administer and interpret a wide variety of assessment instruments for referral and progress monitoring of struggling students and students with mild to moderate disabilities. The combined coursework and fieldwork experiences require candidates to think critically and reflectively about the theory to practice continuum. The capstone experience in this program consists of an intensive student teaching experience in a special education classroom or setting, plus the presentation of a summative portfolio of assignments and case studies to address the Teacher Performance Expectations (TPE) required by the California Commission on Teacher Credentialing (CCTC). Completion of these requirements, along with successful completion of all coursework with a GPA of 3.0 or higher, is required for recommendation for the credential.

Prior to the student teaching seminar (EDSP 652A and EDSP 652B) students must meet subject matter competency complete the following:

- Multiple Subject – All multiple subject CSET subtests must be passed or a state-approved waiver program
- Single Subject – All single subject CSET subtest in a core academic subject must be passed (art; Mathematics, including foundational-level mathematics; science, including foundation-level; English, general science or specialized science; music; foreign language; social science) or a state-approved waiver program in a core academic subject.

Prior to completion of the credential program, students must complete the following (unless otherwise stated by the California Commission on Teacher Credentialing or by Executive Order):

- Education Specialist candidates must complete a Health Education Competency workshop or equivalency and Augmentative and Assistive Communication (AAC) Competency workshop or equivalent.
- CPR requirement (infant, child and adult), U.S. Constitution requirement, Individualized Development Plan (IDP) and TPE portfolio submitted.

REQUIRED COURSES FOR EDUCATION SPECIALIST

- MALT 601 Foundation of Learning (3)*
- EDSP 610 Foundations of (Dis)ability and Special Education (3)
- MALT 603 Multiple Subject Methods I: STEM Methods (3)**
- EDSP 616 Inclusion, (Dis)ability, and the Classroom Community (3)
- MALT 605 Multiple Subject Methods II: English Language Arts (3)**
- EDSP 625 Diagnostic Reading and Specialized Interventions (3)
- MALT 610 Research in Practice (6)
- EDSP 652A Education Specialist Teaching Seminar (1)
- EDSP 652B Education Specialist Teaching Seminar (1)

AND

Student Teaching:

- EDSP 655A Education Specialist Student Teaching (5)
- EDSP 655B Education Specialist Student Teaching (5)

OR

Internship:

-- EDSP 653 Education Specialist Internship (13)*

*Speak to an advisor regarding internship option requirements.

*MALT 601 may be waived for students holding a multiple or single subject credential.

**MALT 603 and MALT 605 may be waived for students holding a multiple subject credential.

ONLINE MASTER OF ARTS IN EDUCATION IN LEARNING AND TEACHING EDUCATION SPECIALIST

The online Master of Arts in Education in Learning and Teaching Education Specialist program is delivered in two stages: the first is composed of six (6) 7-week foundations and methods courses. Upon successful completion of the first stage of the program, candidates advance to the second stage of Master's research, student teaching coursework, and classroom instruction. Students may start the first stage of the program at several times during the year. Please contact Graduate and Professional Enrollment for details.

REQUIRED COURSES (TO BE TAKEN IN SEQUENCE):

-- MALT 601 Foundation of Learning (3)*

-- EDSP 610 Foundations of (Dis)ability and Special Education (3)

-- MALT 603 Multiple Subject Methods I: STEM Methods (3)**

-- MALT 605 Multiple Subject Methods II: English Language Arts (3)**

-- EDSP 616 Inclusion, (Dis)ability, and the Classroom Community (3)

-- EDSP 625 Diagnostic Reading and Specialized Interventions (3)

*MALT 601 may be waived for students holding a multiple or single subject credential

**MALT 603 and MALT 605 may be waived for students holding a multiple subject credential.

AND

MASTER RESEARCH AND STUDENT TEACHING:

-- MALT 610 Research in Practice (6)

-- EDSP 652A Education Specialist Teaching Seminar (1)

-- EDSP 652B Education Specialist Teaching Seminar (1)

AND

Student Teaching:

-- EDSP 655A Education Specialist Student Teaching (5)

-- EDSP 655B Education Specialist Student Teaching (5)

OR

Internship:

-- MALT 610 Research in Practice (6)

-- EDSP 653 Education Specialist Internship (13)*

*Speak to an advisor regarding internship option requirements.

CULMINATING EXPERIENCES AND GRADUATING REQUIREMENTS

When candidates demonstrate the required program competencies, including all coursework with a 3.0 or higher cumulative grade point average, they may begin their student teaching or internship courses. During this portion of the program sequence, the two instructional cycles of the CalTPA are completed and evaluated. No candidate can be recommended for a teaching credential until both CalTPAs have been successfully completed. Multiple Subject and Education Specialist Credential candidates must also complete the Reading Instruction Competence Assessment® (RICA®).

DEPARTMENT OF COUNSELING AND HUMAN SERVICES

THE PROGRAMS

- Pupil Personnel Service Credential, School Counseling, Pre-K-12 (credential only)
- Master of Arts in Education: Human Services Specialization
- Master of Arts in Education: School Counseling
 - Pre-K-12 School Counseling Emphasis with PPS Credential
 - College Counseling Emphasis
 - Pre-K-12 School Counseling with PPS & College Counseling Emphases
- Master of Arts in Clinical Mental Health Counseling
 - with optional PPS School Counseling credential

PUPIL PERSONNEL SERVICES CREDENTIAL (PPS): SCHOOL COUNSELING

The Pupil Personnel Services Credential in school counseling meets current state mandates and is accredited through the Western Association of Schools and College (WASC) and the California Commission on Teaching Credentialing (CCTC).

PUPIL PERSONNEL SERVICES CREDENTIAL (PPS)

Applicants who already have earned a master's degree at a regionally-accredited college or university in a counseling-related field and who wish to receive a PPS Credential must complete the following CCTC approved courses. In cases in which the degree was earned within the past five years, the student may request that their transcript be reviewed for:

1. Courses that are substantively equivalent to University of Redlands counseling courses required for the PPS credential and that have been completed within the past six years.
2. Waiver of those courses that meet the above criteria, up to a maximum total of 27 credits/hours of credit.

Regardless of the number of courses waived, a student will need to complete a minimum of 15 credits of the required coursework at the University of Redlands in order to earn the PPS credential.

Students adding the PPS Credential will need to meet with an advisor and complete 600 additional hours of fieldwork in two different (Pre-K-12) settings. Students are required to pass the Counselor Preparation Comprehensive Examination (CPCE).

Required Courses:

- EDUC 601 The Counseling Process (3)
- EDUC 653 Theories of Counseling and Psychotherapy (3)
- EDUC 654 Counseling for Career Choice and Development (3)
- EDUC 655 Counseling Systems (3)
- EDUC 675 Curriculum and Program Development (3)
- EDUC 680 Human Development Across the Lifespan (3)
- EDUC 685 Foundations of School Counseling (3)
- CMHC 610 Sociocultural Counseling and Intervention (3)
- CMHC 615 Group Psychotherapy and Counseling (3)

- CMHC 613 Counseling Law and Ethics (3)
- CMHC 620 Counseling and Educational Assessment (3)
- CMHC 692 Crisis Intervention Counseling (3)
- EDUC 677A Supervised Fieldwork in Counseling (2)
- EDUC 677B Supervised Fieldwork in Counseling (2)
- EDUC 677C Supervised Fieldwork in Counseling (2)

SCHOOL COUNSELING PRE-K-12 EMPHASIS FIELDWORK REQUIREMENT:

Students in the School Counseling program with Pre-K-12 emphasis must complete 600 of their required 800 hours in two of three school levels such as elementary, middle, high school with a minimum of two hundred (200) clock hours within in those levels (which is the state requirement for the PPS Credential). Students who are unable, for any reason, to complete the required fieldwork hours during the EDUC 677A, EDUC 677B, EDUC 677C will need to enroll in additional fieldwork support courses until their hours are complete. Students are required to pass the Counselor Preparation Comprehensive Examination (CPCE) prior to graduation from the program.

MASTER OF ARTS DEGREES

MASTER OF ARTS IN EDUCATION: HUMAN SERVICES SPECIALIZATION

The online Master of Arts in Education: Human Services is an innovative and transformational interdisciplinary program. The degree prepares graduates to recognize varied levels of social and educational inequities and empowers them to serve as advocates for the disenfranchised and underserved. The online Human Services program is a 36-unit program with 3 starts per year. Courses can be taken in any sequence, with no prerequisites except for the capstone course. Courses in our online programs are 7-weeks long. Students take two (7-week courses) per term to complete in two years.

Learning outcomes for this program may be found at www.redlands.edu/ma-edhs/.

Research sequence:

- MAED 605 Introduction to Social Science Research (3)
- MAED 606A Intro to Action Research A (3)
- MAED 606B Intro to Action Research B (3)

Core courses:

- MAED 601 Human Development Across the Lifespan (3)
- MAED 602 Learning, Curriculum & Program Development (3)
- MAED 603 Social Justice Leadership (3)
- MAED 604 Entrepreneurial Leadership (3)
- MAED 608 Social Justice Leadership for Organizational Change (3)
- MAED 607 Foundations in Human Services (3)
- MAED 610 Fundamentals of Fundraising (3)
- MAED 609 Management of Non-Profit Organizations (3)
- MAED 611 Law and Ethics (3)

CAPSTONE EXPERIENCE

The program culminates with an action research project which takes place in each student's work or volunteer milieu. This action research project will demonstrate the student's ability to center themselves in a real organizational problem, facilitating or co-facilitating change focused on enhancing equity and social justice in their organization or through their organization's work.

MASTER OF ARTS IN EDUCATION SCHOOL COUNSELING

The Master of Arts in Education School Counseling program consists of 48 credits and 800 documented fieldwork hours and involves training in counseling, consultation, and helping relationships. The program provides general counseling preparation for public and private school service. Coursework meets all standards required for a California Pupil Personnel Services (PPS) Credential.

In the School Counseling program, students may combine the degree and credential, earn a master's degree only, or obtain a Pupil Personnel Services Credential, provided they already have a master's degree. The master's degree consists of 48 credits plus 800 documented fieldwork hours beyond the classroom. Six of the 48 credits are the core graduate courses and the remaining 42 credits are counseling-based and required for the PPS Credential. Those with master's degrees who are earning only the PPS Credential usually have a credit requirement which ranges from 15 to 27, depending on the type of master's degree the student has already earned. The 800 fieldwork hours are required for each option, and credential candidates must ensure at least 600 of their fieldwork hours are completed in Pre-K–12 school settings.

Although a California teacher credential is not required for the PPS Credential, evidence of meeting the Basic Skills requirement is a prerequisite to enter the program. Also, candidates for the PPS program must apply for a Certificate of Clearance and need evidence of a negative TB test dated within the past two years when they initially enroll in the program. Additionally, students must pass a comprehensive Counselor Preparation Comprehensive examination (CPCE) prior to graduating from the program.

Please refer to program handbook for additional information and requirements.

Learning outcomes for these programs can be found at www.redlands.edu/ma-edsc/.

MASTER OF ARTS IN EDUCATION SCHOOL COUNSELING WITH PUPIL PERSONNEL SERVICES CREDENTIAL

To obtain the master's degree along with the Pupil Personnel Services (PPS) Credential, candidates must take the two research sequence graduate courses and all courses listed for the PPS Credential.

Research sequence:

- EDUC 637 Master's Seminar (3)
- EDUC 644 Introduction to Educational Research (3)

Core Courses:

- EDUC 601 The Counseling Process (3)
- EDUC 653 Theories of Counseling and Psychotherapy (3)
- EDUC 654 Counseling for Career Choice and Development (3)
- EDUC 655 Counseling Systems (3)
- EDUC 675 Curriculum and Program Development (3)
- EDUC 680 Human Development Across the Lifespan (3)
- EDUC 685 Foundations of School Counseling (3)
- CMHC 610 Sociocultural Counseling and Intervention (3)
- CMHC 615 Group Psychotherapy and Counseling (3)
- CMHC 613 Counseling Law and Ethics (3)
- CMHC 620 Counseling and Educational Assessment (3)
- CMHC 692 Crisis Intervention Counseling (3)
- EDUC 677A Supervised Fieldwork in Counseling (2)

- EDUC 677B Supervised Fieldwork in Counseling (2)
- EDUC 677C Supervised Fieldwork in Counseling (2)

SCHOOL COUNSELING PRE-K-12 EMPHASIS FIELDWORK REQUIREMENT:

Students in the School Counseling program with Pre-K-12 emphasis must complete 600 of their required 800 hours in two of three school levels such as elementary, middle, high school with a minimum of two hundred (200) clock hours within in those levels (which is the state requirement for the PPS Credential). Students who are unable, for any reason, to complete the required fieldwork hours during the EDUC 677A, EDUC 677B, EDUC 677C will need to enroll in additional fieldwork support courses until their hours are complete. Students are required to pass the Counselor Preparation Comprehensive Examination (CPCE) prior to graduation from the program.

COLLEGE EMPHASIS

The College Counseling emphasis allows students to prepare for work in a college or university context rather than in Pre-K-12 settings. Students pursuing this emphasis will complete the courses listed above for the School Counseling with Pupil Personnel Services Credential with the following exceptions: they will not take EDUC 675 or EDUC 680 and instead will take the following two classes:

- EDUC 624 Introduction to College Student Development Theory (3), plus
- One of the following courses: EDUC 605 Community College Today (3), or EDUC 607 Higher Education in the United States: Contexts and Populations (3).

COLLEGE COUNSELING EMPHASIS FIELDWORK REQUIREMENT:

Students who choose to take the College Counseling emphasis will conduct a minimum of 600 hours of fieldwork hours in a college or university. It is recommended students earn 200 hours in a high school or high school-to-college transition setting. Students who are unable, for any reason, to complete the required fieldwork hours during the EDUC 677A, EDUC 677B, EDUC 677C courses will need to enroll in additional fieldwork support courses until their required hours are complete. Students are required to pass the Counselor Preparation Comprehensive Examination (CPCE) prior to graduating from the program.

COMBINATION K-12 AND COLLEGE EMPHASIS

The combination Pre-K-12 and College Counseling emphasis allows students to focus on both the Pre-K-12 and college or university arena. Students in this emphasis will complete the courses listed for the School Counseling with Pupil Personnel Services Credential as well as:

- EDUC 624 Introduction to College Student Development Theory (3)
- An additional three credits from:
 - EDUC 607 Higher Education in the United States: Contexts and Populations (3)
 - EDUC 605 Community College Today (3)

COMBINATION K-12 AND COLLEGE FIELDWORK REQUIREMENT:

Students who choose both the Pre-K-12 and the College Counseling emphasis must participate in 800 hours of fieldwork; 600 hours must be completed in two of three school levels such as elementary, middle, high school with a minimum of two hundred (200) clock hours within those levels (which is the requirement for the PPS credential) and up to 200 hours may be completed in college or university settings. Students who are unable, for any reason, to complete the required fieldwork hours during the EDUC 677A, EDUC 677B, EDUC 677C courses will need to enroll in additional fieldwork support courses until their required hours are complete. Students are required to pass the Counselor Preparation Comprehensive Examination (CPCE) prior to graduating from the program.

MASTER OF ARTS CLINICAL MENTAL HEALTH COUNSELING

The Master of Arts in Clinical Mental Health Counseling (CMHC) consists of 60 credits along with clinical practicum hours and offers an environment of academic excellence designed to provide a transformational learning experience while preparing and empowering graduate students seeking entrance into the field of clinical mental health counseling. By having access to cutting-edge educational experiences, skilled clinical supervision, and a rigorous academic program of study, students are afforded the opportunity to acquire a comprehensive body of knowledge, professional skills, ethical foundations, and cultural competencies. With an embedded emphasis on issues of social justice and advocacy counseling, this carefully structured training program prepares students for success, responsible citizenship, and lifelong learning in the field of Clinical Mental Health Counseling (CMHC).

The 60-credit CMHC Master's degree coursework prepares students to be license eligible in California and most other states as a Licensed Professional Clinical Counselor (LPCC). In addition, students, upon successful completion of the MA in Clinical Mental Health Counseling (with its emphasis in marriage and family therapy), will be eligible to pursue California State licensure as both a Marriage and Family Therapist and Professional Clinical Counselor. Graduates will also likely be eligible for dual licensure in other states (which often use CACREP standards to set licensure and/or degree title requirements for LPCCs). (See [SB 786](#), Business and Professions Code (BPC) Sections 4980.36 and 4980.37.)

Students are required to pass the Counselor Preparation Comprehensive Examination (CPCE). Please refer to program handbook for additional information and requirements.

Learning outcomes for this program may be found at: www.redlands.edu/MA-CMHC/.

CLINICAL TRAINING

Clinical Training Students admitted into the CMHC program, upon completing their first year of coursework, are required to perform practicum hours in a clinical setting across three semesters for a total of at least 450 hours (280 hours must be face-to-face counseling). In addition, as part of the CMHC clinical training experience and in keeping with the program's social justice and advocacy focus, all students are encouraged to participate at the student-run Health Clinic approximately 10 to 12 hours per month. Practicum hours must be completed concurrently with the sequence of academic practicum courses. Students who are unable, for any reason, to complete the required practicum hours during the CMHC 699A, CMHC 699B, CMHC 699C courses will need to enroll in additional practicum courses until their required hours are complete. Students are required to pass the Counselor Preparation Comprehensive Examination (CPCE).

Required courses:

Fall 1

- EDUC 601 The Counseling Process (3)
- CMHC 610 Sociocultural Counseling and Intervention (3)
- CMHC 613 Counseling Law and Ethics (3)
- EDUC 680 Human Development Across the Lifespan (3)

Spring 1

- EDUC 653 Theories of Counseling and Psychotherapy (3)
- EDUC 655 Counseling Systems (3)
- CMHC 692 Crisis Intervention Counseling (3)
- CMHC 695 Introduction to Substance Abuse Counseling (3)

Summer 1

- CMHC 693 Advanced Counseling: Psychopathology and Diagnostic Procedures (3)
- CMHC 615 Group Psychotherapy and Counseling (3)
- CMHC 620 Counseling and Educational Assessment (3)

Fall 2

- CMHC 616 Introduction to Social Justice and Advocacy (3)
- CMHC 640 Research and Evaluation (3)
- CMHC 699A Practicum I: Clinical Mental Health Counseling (2)

Spring 2

- EDUC 654 Counseling for Career Choice and Development (3)
- CMHC 699B Practicum II: Clinical Mental Health Counseling (2)
- CMHC 621 Counseling in a Global Context (3)

Summer 2

- CMHC 699C Practicum III: Clinical Mental Health Counseling (2)
- CMHC 694 Psychopharmacology (3)

Elective Courses

- CMHC 630 Theory and Practice in Family Counseling (3)
- CMHC 631 Couples and Relationship Counseling Theories and Techniques (3)

MA in Clinical Mental Health Counseling (CMHC) with PPS School Counseling Credential

Students pursuing the CMHC program who wish to add on the PPS School Counseling credential must obtain permission from the department, and satisfy all the requirements above for the master's and be admitted to the PPS credential portion before commencing the following courses and fieldwork requirements:

- EDUC 675 Curriculum and Program Development (3)
- EDUC 685 Foundations of School Counseling (3)
- EDUC 677A Supervised Fieldwork in Counseling (2)
- EDUC 677B Supervised Fieldwork in Counseling (2)

Students adding the PPS Credential to their CMHC program will need to complete 600 additional hours of fieldwork in two of three school levels such as elementary, middle, high school with a minimum of two hundred (200) clock hours within those levels

DEPARTMENT OF LEADERSHIP AND HIGHER EDUCATION

THE PROGRAMS

- Clear Administrative Services Credential
- Master of Arts in Education: Education Administration (with Preliminary Services Credential)
- Master of Arts in Education: Higher Education
-- Student Affairs Track
- Doctorate in Educational Justice Ed.D.

MASTER OF ARTS IN EDUCATION EDUCATIONAL ADMINISTRATION

The Educational Administration program consists of 36 credits and is designed to prepare scholar practitioners--visionary leaders committed to positively impacting all students in their charge. The program includes an embedded Preliminary Administrative Services Credential (PASC). The combined coursework and fieldwork experiences require candidates to think critically and reflectively about the theory to practice continuum. To this end, the program will introduce complex theories of education, leadership, social justice, and organizational change and challenge students to apply these theories in real world contexts. Learning objectives for this program may be found at www.redlands.edu/MA-EDAD/.

Required courses for the Master's of Arts in Education Administration

Fall 1

- EDUC 671 Ethical and Reflective Leadership (3)
- EDUC 674 Education Law and Policy (3)

Spring 1

- EDUC 670 Program Evaluation and Assessment (3)
- EDUC 641 Leadership for Change (3)
- EDUC 634A Leadership Lab A (1) or EDUC 679A: Education Administration Internship A (1)
- EDUC 635A CalAPA Cycle 1 (0)

Summer 1

- EDUC 673 Resource Management (3)
- EDUC 644 Introduction to Educational Research (3)

Fall 2

- EDUC 675 Curriculum and Program Development (3)
- EDUC 602 Leadership for Diverse Populations (3)
- EDUC 634B Leadership Lab B (1) or EDUC 679B: Education Administration Internship B (1)
- EDUC 635B CalAPA Cycle 2 (0)

Spring 2

- EDUC 676 School Personnel Management (3)
- EDUC 643 Coaching and Teacher Development (3)
- EDUC 634C Leadership Lab C (1) or EDUC 679C: Education Administration Internship C (1)
- EDUC 635C CalAPA Cycle 3 (0)

Summer 2

- EDUC 636 Master's Program Seminar (Education Administration) (3)
- EDUC 632 Education Administration Exit Examination (0)

INTERNSHIP

Students who have been recommended for an administrative appointment in a district prior to the completion of the program may be eligible for an administrative internship with the permission of the Program Coordinator or their designee in lieu of one or more Leadership Lab credits. In such circumstances, students would register for the relevant section(s) of EDUC 679: Education Administration Internship in place of EDUC 634: Leadership Lab.

PROGRAM COMPLETION REQUIREMENTS:

The Educational Administration master's program coursework is designed to meet all of the California Administrator Performance and Content Expectations (CAPE and CACE) and meets the requirements for the Preliminary Services Credential (PASC). To complete the program and be eligible for recommendation for credential, all students must successfully complete all courses listed above with a cumulative GPA of 3.0 or higher. Students must also successfully complete an electronic portfolio assignment, comprehensive exit exam, exit interview, and pass all three cycles of the California Administrator Performance Assessment (CalAPA). Students are responsible for CalAPA registration costs.

For additional information on the CalAPA requirements, go to www.redlands.edu/CalAPA/.

Please see our Pathway to Credentialing webpage for additional information on all program requirements: www.redlands.edu/pathway-credentialing/.

CLEAR ADMINISTRATIVE SERVICES CREDENTIAL

This credential program is designed to advance school leaders' understanding of California's pluralistic society and the intersections among racial and cultural diversity, gender, sexual orientation, disability and other educational justice issues that arise in today's society. This program will prepare reflective leaders that understand educational equity through systematic innovation.

Required Courses, 10 credits (taken in sequence):

- EDUC 770 Clear Administrative Services Credential Induction (1)
- EDUC 771 Clear Administrative Services Credential Personal Learning Plan (1)
- EDUC 772 Clear Administrative Services Credential-- CPSEL #1 (1)
- EDUC 773 Clear Administrative Services Credential-- CPSEL #2 (1)
- EDUC 774 Clear Administrative Services Credential-- CPSEL #3 (1)
- EDUC 775 Clear Administrative Services Credential-- CPSEL #4 (1)
- EDUC 776 Clear Administrative Services Credential-- CPSEL #5 (1)
- EDUC 777 Clear Administrative Services Credential-- CPSEL #6 (1)
- EDUC 778 Clear Administrative Services Credential-- Individual Learning Plan Completion (1)
- EDUC 779 Clear Administrative Services Credential-- Individual Induction Plan Completion (1)

MASTER OF ARTS IN EDUCATION, HIGHER EDUCATION

The Higher Education master's degree program is designed for people pursuing careers in colleges and universities. The program offers two tracks, higher education and higher education with a concentration in student affairs. The higher education track focuses on organization, leadership, and assessment. The student affairs track examines campus cultures, support services, and student development theories. Both tracks prepare students to work in postsecondary institutions through exposure to the social, cultural, and organizational contexts of higher education. Students also develop the skills to practice informed decision making from a social justice perspective in their roles as higher education or student affairs professionals.

Learning outcomes for the Master of Arts in Higher Education may be found at www.redlands.edu/MA-EDHE/

Core Courses:

- EDUC 644 Introduction to Educational Research (3)
- EDUC 637 Master's Seminar (3)

Required Courses:

- EDUC 607 Higher Education in the United States: Contexts and Populations (3)
- EDUC 612 Popular Culture: Media and Higher Education (3)
- EDUC 669 Diversity in Higher Education (3)

Fieldwork Requirement:

- EDUC 666 Fieldwork Practicum in Higher Education (3)

HESA Foundation Track Courses:

Please note – all students take 9 credits in this section but the specific courses are differentiated by track below, as indicated by the “OR”

Higher Education Track (leads to MA in Education: Higher Education)

- EDUC 608 Evaluation and Assessment: Enhancing Program Effectiveness and Student Learning (3)
- EDUC 631 Law, Policy and Finance in Higher Education (3)
- EDUC 614 Organization Theory and Leadership in Higher Education (3)

OR

Student Affairs Track (leads to an MA in Education: Higher Education Student Affairs)

- EDUC 611 Introduction to College Student Affairs (3)
- EDUC 633 Working with College Students (3)
- EDUC 624 Introduction to College Student Development Theory (3)

Elective Courses

Students must take an additional 9 credits of coursework based on consultation with their academic advisor from additional foundational courses and/or a selection of the following:

- EDUC 601 The Counseling Process (3)
- EDUC 606 Topics in Higher Education (0–3)
- EDUC 654 Counseling for Career Choice and Development (3)

DOCTORATE DEGREE

DOCTORATE IN LEADERSHIP FOR EDUCATIONAL JUSTICE

The Doctorate in Leadership for Educational Justice (Ed.D.) is a nationally unique program that engages students in rigorous study, debate, research, and practice. Our driving mission is to produce scholarly practitioners who are sought for leadership roles in schools, districts, colleges, universities, agencies and public service.

Learning outcomes for the Doctorate in Leadership for Educational Justice (Ed.D.) are found online at www.redlands.edu/EDD-LDREJ/learning-outcomes.

Program Requirements

The entire program comprises 60 semester credits of advanced graduate work taken over three or four years. The requirements include 21 credits of core content coursework, 15 credits of concentration coursework, 9 credits of methods coursework, and 15 credits of dissertation work. Each student will declare a concentration from the following: higher education and student affairs, education administration (with Preliminary Administrative Services credential), education administration (without credential), community-engaged leadership in schools and society, or general concentration. With faculty approval, students may transfer in up to 6 credits of master's or higher-level coursework if it is relevant to and aligns with program curriculum. Coursework must comply with the doctoral credit obsolescence policy. Please refer to the Ed.D. Handbook for additional information and requirements.

Concentration Descriptions:

Higher Education and Student Affairs Concentration (15 credits):

The concentration in Higher Education and Student Affairs exposes students to the social, cultural, and organizational contexts of higher education, theories of leadership and student development, and discussion of current issues. Students in this concentration will select five content courses from the Higher Education and Student Affairs program.

Education Administration Concentration (with Preliminary Administrative Services Credential) (15 credits):

The concentration in Education Administration with an embedded preliminary administrative services credential (PASC) provides candidates with the opportunity to expand on their leadership skills in a deep and meaningful way, meet the state standards for educational leadership, engage in meaningful fieldwork in education administration, and complete the state performance assessment for education leaders (California Administrator Performance Assessment—CalAPA). In this five-course series, students engage in a deep dive into program evaluation and assessment; education law, finance, and personnel management; coaching and teacher development; and, applied leadership skills in leadership labs.

Education Administration Concentration (without credential) (15 credits):

The concentration in Education Administration (with no credential) provides candidates, particularly those who already possess an administrative credential, with the opportunity to expand on their leadership skills in a deep and meaningful way. Students in this concentration will select five content courses from the Education Administration Program.

Community Engaged Leadership in Schools and Society (15 credits):

The concentration in Community Engaged Leadership in Schools and Society provides candidates with opportunities to explore the power and promise of community-embedded approaches to social change. Students in this concentration will take five courses examining the role of educational leaders in promoting democratic participation in K-12 schools and communities.

General Concentration (15 credits):

The general concentration provides a lot of choice and is intended to allow students to take a range of graduate courses, as per their interests. Students should discuss possible choices with their advisor or dissertation chair.

REQUIRED PROGRAM COURSES:

Courses are listed numerically, not sequentially. Please see program website for course sequence and/or pathway.

Core Courses (21 credits)

- EDUC 829 Historical Foundations in Education and Social Justice (3)
- EDUC 830 Social Justice Theory and Practice (3)
- EDUC 831 Education Law, Policy, and Justice (3)
- EDUC 833 Education Finance (3)
- EDUC 827 Leadership and Practice in Education (3)
- EDUC 822A Organizational Change and Education A (1)
- EDUC 822B Organizational Change and Education B (1)
- EDUC 822C Organizational Change and Education C (1)
- EDUC 871 Special Topics Doctoral Seminar (3)

Methods Courses (9 credits)

- EDUC 841 Quantitative Methods (3)
- EDUC 842 Qualitative Methods (3)
- EDUC 846 Advanced Quantitative Methods (3) or EDUC 847 Advanced Qualitative Methods (3)

Dissertation Work (15 credits)

- EDUC 820A Writing a Literature Review A (1)
- EDUC 820B Writing a Literature Review B (1)
- EDUC 820C Writing a Literature Review C (1)
- EDUC 860A Dissertation Development and Proposal Writing (1)
- EDUC 860B Dissertation Development and Proposal Writing (1)
- EDUC 860C Dissertation Development and Proposal Writing (1)

- EDUC 861 Dissertation Writing (1–9) must be taken for a total of 9 credits. Normally, candidates enroll in EDUC 861 for three terms for 3 credits each term. If the dissertation process extends longer than 9 credits, candidates enroll in EDUC 862 each term for 0 academic credits until finished.

Note: A fee equivalent to one credit of tuition is assessed each term of EDUC 862 in order to remain an active student.

Concentrations

Students will select a concentration at the start of the program from among the following options.

Higher Education and Student Affairs Concentration 15 credits

Students will take one (1) required course:

--EDUC 607 Higher Education in the United States: Contexts and Populations (3)

And will also choose four (4) courses from the following options:

- EDUC 605 Community College Today (3)
- EDUC 606 Topics in Higher Education (3)
- EDUC 608 Evaluation and Assessment (3)
- EDUC 611 Introduction to College Student Affairs (3)
- EDUC 612 Popular Culture, Media, and Higher Education (3)
- EDUC 624 Introduction to College Student Development Theory (3)
- EDUC 631 Law, Policy, and Finance in Higher Education (3)
- EDUC 633 Working with College Students (3)
- EDUC 669 Diversity in Higher Education (3)

Education Administration Concentration (with Preliminary Administrative Services Credential) 15 credits

Students will take the following courses:

- EDUC 828 School Law, Finance, and Personnel Management (3)
- EDUC 643 Coaching and Teacher Development (3)
- EDUC 670 Program Evaluation and Assessment (3)
- EDUC 675 Curriculum and Program Development (3)
- EDUC 634A Leadership Lab A (1)
- EDUC 634B Leadership Lab B (1)
- EDUC 634C Leadership Lab C (1)

Education Administration Concentration (without credential) 15 credits

Students will take five (5) courses from the following course offerings:

- EDUC 602 Leadership for Diverse Populations (3)
- EDUC 641 Leadership for Change (3)
- EDUC 643 Coaching and Teacher Development (3)
- EDUC 670 Program Evaluation and Assessment (3)
- EDUC 671 Ethical and Reflective Leadership (3)
- EDUC 673 School Resource Management (3)
- EDUC 674 Education Law and Policy (3)
- EDUC 675 Curriculum and Program Development (3)
- EDUC 676 School Personnel Management (3)

Community Engaged Leadership in Schools and Society 15 credits

Students are required to take the following courses

- EDUC 836 Race, Equity and Schools (3)
- EDUC 837 Literacy and Democracy (3)
- EDUC 686 Special Topics in Community Engaged Leadership: Education and Organizing (3)
- EDUC 501/MALT601 Foundations of Learning (3) (Inside-Out)
- EDUC *** Special Topics in Community Engaged Leadership (3)

General Concentration (15 credits): students may select 5 graduate courses for a personalized concentration.

Required:

-- EDUC 871 Special Topics Doctoral Seminar (3) (an additional course to the one taken as part of the core content)

Options:

12 credits of graduate course credit except for:

-- MA inquiry courses such as EDUC 644

-- fieldwork /practicum courses such as EDUC 666

-- culminating seminar courses such as EDUC 636/637

SCHOOL OF EDUCATION COURSE DESCRIPTIONS

The courses listed here are credential, graduate-level, and doctoral courses for those holding a baccalaureate degree. Undergraduate education courses are listed in the Education chapter, "Course Descriptions (EDUG)" section of this Catalog.

CLINICAL MENTAL HEALTH COUNSELING (CMHC)

610 Sociocultural Counseling and Intervention. (3).

Exploration of similarities and differences that occur within and across cultures, and the conceptual intersection of cultural and social identities. Students explore their own cultural and personal attitudes, beliefs, and biases, which may influence cross-cultural interactions that impact the counseling relationship while developing their own theoretical approach as professional counselors.

613 Counseling Law and Ethics. (3).

This course is an in-depth exploration and examination of legal, ethical, and professional issues facing today's counseling profession. Students will review the legal and ethical issues they will encounter in practice and identify their role and responsibility in addressing and managing these issues.

615 Group Psychotherapy and Counseling. (3).

This course allows students to practice the application of psychotherapeutic and counseling techniques and interventions in a group setting. Using a developmental perspective to contextualize treatment approaches, students will be prepared to lead and facilitate a variety of different types of groups with diverse populations within various settings.

Prerequisites: EDUC 601 (with at least a grade of 3.0).

616 Introduction to Social Justice and Advocacy. (3).

This course will develop students' excellence in advocacy and social justice knowledge, skills, awareness, and action. Students will be provided opportunities to gain a heightened sense of critical consciousness, and foster a social justice orientation that can be used to inform their roles as counselors, educators, community leaders, and advocates.

617 Dispute Resolution and Conflict Management. (3).

This course prepares community leaders and advocates in both the theoretical aspects of conflict management and practical applications of dispute resolutions, including alternative dispute resolution (ADR). Human conflict and its resolution will be evaluated systemically throughout the course, considering its impact on both micro and macro societal systems.

620 Counseling and Educational Assessment. (3).

Students develop skills in the selection, administration, and interpretation of standardized tests and other tools used to assess various cognitive, behavioral, and affective modalities.

Prerequisites: EDUC 644 or CMHC 640.

621 Counseling in a Global Context. (3)

This course examines counseling and other mental health treatments across the globe, focusing particularly on the roles played by both culture and national policies. Through a field component of the course, students will gain direct experience with counseling practices of at least one culture.

Prerequisite: CMHC 610 or permission of instructor.

630 Theory and Practice in Family Counseling. (3).

This course is designed for students to advance their theoretical integration and skills in family therapy. The purpose of this advanced practice seminar is to assist students in applying clinical family theories and techniques. Emphasis will be placed on students' critical assessment of different applications of selected theories and techniques.

Prerequisites: EDUC 653, and EDUC 655.

631 Couples and Relationship Counseling Theory and Techniques. (3).

This course will explore theories and associated techniques of couples and marriage counseling. It will do so in the context of specific developmental issues and social and political factors affecting couples. A range of therapeutic modalities will be surveyed.

Prerequisites: EDUC 653, EDUC 655, and EDUC 601. (EDUC 601 must be completed with a minimum grade of at least 3.0 or higher.)

640 Research and Evaluation. (3).

This course provides a basic review of descriptive and inferential statistics and how these techniques are used with research methods appropriate for counseling. Students will become proficient in computer analysis of data sets, designing and evaluating research techniques, and having the skills to understand primary research in counseling literature.

692 Crisis Intervention Counseling. (3).

This course focuses on expanding the development of counseling skills, with particular emphasis on the knowledge, skills, and awareness needed to work effectively with clients who are in crisis. This course will also place a high priority on each student's ability to develop a greater sense of self-awareness and introspection.

Prerequisite: EDUC 601 with a minimum grade of at least 3.0 or higher.

693 Advanced Counseling: Psychopathology and Diagnostic Procedures. (3).

An opportunity for advanced students to make an intensive study/analysis of selected counseling cases to enhance assessment competencies in case description, problem appraisal, assessment, diagnostic classification, intervention strategies, as well as case consultation and presentation skills.

Prerequisites: EDUC 601 and EDUC 653.

694 Psychopharmacology. (3).

This course is designed to acquaint counseling students with the fundamentals of psychotropic drugs. Basics of pharmacology, adverse effects, indications, and drug interactions will be discussed. The overall aim of the course is to provide information, allowing mental health providers to be informed members of the mental health care team.

695 Introduction to Substance Abuse Counseling. (3).

This course provides counselors and human service workers with an overview of the addictive process and acquaints students with concepts of chemical dependence and co-occurring disorders that impact the individual, family system, and the community. Course content will include theories and etiology of substance addiction, including prevention, intervention, and treatment.

699A Practicum I: Clinical Mental Health Counseling. (2).

Students develop counseling competence as they work under supervision to provide direct service to clients in an approved field setting. Particular emphasis will be given to developing students' skills in assessment and case conceptualization, delivering counseling interventions, professional comportment, and ethical decision making.

Prerequisites: Instructor consent, and EDUC 601 (with a minimum grade of 3.0 or higher), EDUC 653, EDUC 655, EDUC 680, CMHC 610, CMCH 613, and CMHC 615.

699B Practicum II Clinical Mental Health Counseling. (2).

Students develop counseling competence as they work under supervision to provide direct service to clients in an approved field setting. Particular emphasis will be given to developing students' skills in assessment and case conceptualization, delivering counseling interventions, professional comportment and ethical decision making.

Prerequisite: Instructor consent and CMHC 699A.

699C Practicum III: Clinical Mental Health Counseling. (2).

Students develop counseling competence as they work under supervision to provide direct service to clients in an approved field setting. Particular emphasis will be given to developing students' skills in assessment and case conceptualization, delivering counseling interventions, professional comportment and ethical decision making.

Prerequisites: Instructor consent and CMHC 699B.

699D Practicum Continued: Clinical Mental Health Counseling. (2).

Students who have not completed required practicum hours, under clinical supervision, in 699, A, B, and C are required to enroll in this course until the practicum requirement is met. Students are to work closely with faculty to assure placement, hour, and supervision requirements are carefully arranged to make necessary progress.

Prerequisites: CMHC 699A, CMHC 699B, and CMHC 699C.

EDUCATION (EDUC)

501 Foundations in Learning. (3).

Introduction to the field of education—its history, philosophy, sociocultural context, diversity, pedagogy, educational psychology, legal issues, and educational reform. Integrates traditional educational thinking with culturally relevant perspectives and current research practices. Equivalent to EDUG 401/401N.

Prerequisite: permission to enroll in Teacher Credential courses from the School of Education.

502 Single Subject Methods I: Critical Pedagogy and Instructional Design. (3).

Engages candidates in the creation of culturally responsive curricula with an understanding that diversity differences affect learning. Teacher candidates investigate effective and meaningful instruction and assessments based on subject matter knowledge, content standards, and use of technology through the theoretical lens of social justice and critical theory. Equivalent to EDUG 402/402N.

Prerequisites: EDUC 501.

503 Multiple Subject Methods I: STEM Methods. (3).

Focuses on pedagogical content knowledge and instructional methods in Science, Technology, Engineering, and Mathematics (STEM), and related content. Models project and problem-based learning incorporating digital resources with an emphasis on promoting research-based strategies. Equivalent to EDUG 403/403N.

Prerequisites: EDUC 501.

504 Single Subject Methods II: Literacies for Diverse Learners. (3).

This course examines factors related to classroom-based work with at-risk learners, including ELL's, special needs students and others whose profiles require care. Topics include language development, assessment, curriculum development, leadership, and research based on the needs of such learners. A critical theory lens is adopted in viewing relevant critical issues. Equivalent to EDUG 404/404N.

Prerequisites: EDUC 501.

505 Multiple Subject Methods II: English Language Arts. (3).

Examines the relationship between language, power, and signifying practices from the perspective that literacies are multiple, distinctive, situated social practices. Considers the role of oral language, critical literacy, and situated literacy in a linguistically and culturally diverse society. Equivalent to EDUG 405/405N.

Prerequisites: EDUC 501 and EDUC 503.

506 Single Subject Methods III: Content Area Teaching. (3).

Development of methodology and strategies related to advanced curriculum and instructional methods, assessment and diagnostic strategies pertaining to the content areas in secondary schools. Focus includes inclusive teaching, content area literacy and assessment methodology through the theoretical orientation of critical theory. Field experience required. Equivalent to EDUG 406/406N.

Prerequisites: EDUC 501.

507 Multiple Subject Methods III: Multicultural Social Studies. (3).

Evidence-based strategies for planning, implementing, and assessing K-8 history-social science curriculum. Emphasis on developing analytic thinking skills while providing insights into historical periods and cultures. Focuses on critical educational perspectives, comprehension, and creation of complex relevant texts, and integration of diverse media and technology in classrooms. Equivalent to EDUG 407/407N.

Prerequisites: EDUC 501, EDUC 503, and EDUC 505.

508 Single Subject Methods IV: Content Area Literacy and Assessment. (3).

Explores principles, and practices related to curriculum design, assessment and methods applicable to candidates' content areas. Candidates apply curricular and assessment design principles, investigate specific content-area literacy strategies, and apply micro-teaching approaches. Formative and summative assessments explored relative to subject area. A critical theory lens embraces course content. Equivalent to EDUG 408/408N.

Prerequisites: EDUC 501.

509 Multiple Subject Methods IV: Literacy and Assessment. (3).

K-8 curriculum development, assessment strategies and literacy instruction. Emphasis on the study and design of research-based assessment and instruction to support the needs of all learners.

Prerequisites: EDUC 501, EDUC 503, EDUC 505, and EDUC 507.

511 Foundations of Literacies. (3).

Examines the relationship between language, power, and signifying practices from the perspective that literacies are multiple, distinctive, situated social practices. Considers the role of oral language, critical literacy, and situated literacy in a linguistically and culturally diverse society.

Admission into the School of Education and EDUC 501.

520 Culture and Globalization on Contemporary Educational Issues. (2)

Explore, examine, and understand current issues related to culture and globalization utilizing socially-situated theoretical perspectives in framing approaches to curriculum, instruction, and assessment. Study major developments and implications associated with internationalization and culture that are shaping education.

Prerequisite: Instructor approval.

521 Culture and Globalization on Contemporary Educational Issues. (1)

Exposure to international themes in the study of culture, globalization, and education. The course will culminate in a reflective, personal journal-type conceptual paper or in a comprehensive research paper that covers international themes related to culture, globalization, and educational justice.

Prerequisite: Instructor approval.

553A Student Teaching I. (5).

Supervised classroom experiences in Pre–K through grade 12. Full-day student teaching required for seven weeks, constituting a fulltime job. Student teaching placements are arranged prior to student teaching by the Director of Field Experiences. Equivalent to EDUG 453A.

Prerequisites for Single Subject: EDUC 501, EDUC 502, EDUC 504, EDUC 506, EDUC 508, TPA I and TPA II passed, and all CSETs passed.

Prerequisites for Multiple Subject: EDUC 501, EDUC 503, EDUC 505, EDUC 507, EDUC 509, TPA I and TPA II passed, and all CSETs passed.

Co-requisite: EDUC 552.

553B Student Teaching II. (5).

Supervised classroom experiences in Pre–K through grade 12. Full-day student teaching required for seven weeks, constituting a full-time job. Credit for both EDUC 553A and 553B precedes recommendation for a multiple or single subject credential. Student teaching placements are arranged prior to student teaching by the Director of Field Experiences. Equivalent to EDUG 453B.

Prerequisites for Single Subject: EDUC 501, EDUC 502, EDUC 504, EDUC 506, EDUC 508, EDUC 553A, TPA I and TPA II passed, and all CSETs passed.

Prerequisites for Multiple Subject: EDUC 501, EDUC 503, EDUC 505, EDUC 507, EDUC 509, EDUC 553A, TPA I and TPA II passed, and all CSETs passed.

Co-requisite: must be taken with the second half of EDUC 552 Teaching Seminar.

554 Internship. (13).

The Internship Program is an eighteen-week placement, supervised weekly in a public school classroom. Open for application to those who have earned a bachelor's degree and have passed both the CBEST and the applicable CSET or an approved waiver program. Separate internship application required.

Prerequisites for Single Subject: EDUC 501, EDUC 502, EDUC 504, EDUC 506, EDUC 508, TPA I and TPA II passed, and all CSETs passed.

Prerequisites for Multiple Subject: EDUC 501, EDUC 503, EDUC 505, EDUC 507, EDUC 509, TPA I and TPA II passed, and all CSETs passed.

Co-requisite: EDUC 552.

555 Foundations of Teaching: Student-Teaching Seminar. (2).

Culmination of the Teacher Credential Program for Student-Teachers. Consists of a series of topics designed to further develop candidates' professional preparation. Provides time for candidates to link theory to daily practice and prepares them for seeking a position in a school district. Equivalent to EDUG 455.

Prerequisites for Single Subject: EDUC 501, EDUC 502, EDUC 504, EDUC 506, EDUC 508, TPA I and TPA II passed, and all CSETs passed.

Prerequisites for Multiple Subject: EDUC 501, EDUC 503, EDUC 505, EDUC 507, EDUC 509, TPA I and TPA II passed, and all CSETs passed.

Co-requisite: EDUC 553A and EDUC 553B.

Numeric grading only.

556 Foundations of Teaching: Internship Seminar. (2).

Culmination of the Teacher Credential Program for Interns. Consists of a series of topics designed to further develop candidates' professional preparation. Provides time for candidates to link theory to daily practice and prepares them for seeking a position in a school district.

Prerequisites for Single Subject: EDUC 501, EDUC 502, EDUC 504, EDUC 506, EDUC 508, TPA I and TPA II passed, and all CSETs passed.

Prerequisites for Multiple Subject: EDUC 501, EDUC 503, EDUC 505, EDUC 507, EDUC 509, TPA I and TPA II passed, and all CSETs passed.

Corequisite: EDUC 554.

Numeric grading only.

588X Integrating Technology and Learning in K–12 Classrooms. (3).

Designed for current K–12 teachers to enhance their technology integration skills when designing curriculum and instruction and to increase productivity, communication, research, and learning in response to the differing needs of their diverse student population. Meets the CCTC Level II requirements for Professional Clear Credential and Teacher Induction Standards.

Prerequisite: EDUC 589 or equivalent.

590X Education Topics. (1–4).

A workshop course for educators to continue their professional growth. Topics will vary for each offering. Students will submit a paper describing how they have implemented the skills developed through the workshop.

600 Independent Study. (1–4).

In exceptional cases, independent study project provides alternative not available through regular course offerings or because of scheduling limitations. No more than 12 independent study credits can be counted toward a degree. No additional fee for doctoral students fulfilling elective credits. May repeat for a maximum of 12 credits of independent study.

601 The Counseling Process. (3).

Students will develop a conceptual understanding of the helping process and learn basic counseling and interviewing skills. Practice in applying skills will take place through role playing and videotape review.

602 Leadership For Diverse Populations. (3).

Examination of how leaders adapt communication, leadership style, social, emotional, and academic services to support the success of all students. Emphasis on the relationship of race, ethnicity, gender, class, and culture on student success in classrooms, schools, and educational systems.

605 Community College Today. (3).

Introduction to contemporary issues concerning community colleges today. Emphasis will be on the academic areas, as well as those facing student support services. Faculty and professional staff issues will also be addressed.

606 Topics in Higher Education. (0–3).

Topics courses address questions, theories, and practice related to a special topic or area in higher education.

Prerequisite: EDUC 607 or by permission of instructor.

607 Higher Education in the United States: Contexts and Populations. (3).

This graduate survey course examines five themes in American higher education: (a) history of higher education, (b) educational access, (c) student populations, (d) roles of educators, and (e) current context.

608 Evaluation and Assessment: Enhancing Program Effectiveness and Student Learning. (3).

Emphasis on the evaluation of program efficiency, effectiveness, and impact, as well as the assessment of learning in and out of classroom settings in higher education. Intends to build the skills of planning, development, implementation, analysis, and communication of findings in projects related to evaluation and assessment.

Prerequisite: EDUC 607 or by permission of instructor.

611 Introduction to College Student Affairs. (3).

Student affairs is integral to students' experiences and success. This introductory course examines four areas as a foundation for student affairs practice: 1) the historical context of student affairs; 2) philosophy and ethics of the profession; 3) functional units and their purpose; and 4) core concepts as part of student affairs practice.

Prerequisite: EDUC 607.

612 Popular Culture, Media and Higher Education. (3)

This class explores the representation of higher education in popular culture and applies what is learned to higher education research and practice. Students consider the use of media as part of their professional practice.

Prerequisite: EDUC 607.

614 Organization Theory and Leadership in Higher Education. (3).

Emphasis on theoretical perspectives of organization theory and management with a focus on colleges and universities. Introduction to organization theory, organizational structure, governance, and cultures of higher education.

620 Culture and Globalization on Contemporary Educational Issues. (2)

Explore, examine, and understand current issues related to culture and globalization, utilizing socially-situated theoretical perspectives in framing approaches to curriculum, instruction, and assessment. Study major developments and implications associated with internationalization and culture that are shaping education.

Prerequisite: Instructor approval.

621 Culture and Globalization on Contemporary Educational Issues. (1)

Exposure to international themes in the study of culture, globalization, and education. The course will culminate in a reflective, personal journal-type conceptual paper or in a comprehensive research paper that covers international themes related to culture, globalization, and educational justice.

Prerequisite: Instructor approval.

624 Introduction to College Student Development Theory. (3).

This course introduces students to the main theories of college student development. Students will become familiar with and develop their own understanding of holistic, psychosocial, cognitive, and social identity theories related to college student development. Students will consider what these theories mean for their work in institutions of higher education.

Prerequisite: EDUC 607 or by permission of instructor.

626 Multicultural Counseling Aspects in Schools. (3).

Students will engage in experiences that promote understanding of ethnic, cultural, socioeconomic, and environmental factors impacting pupil learning and achievement. Students will learn cross-cultural counseling skills to meet the needs of diverse learners, while developing awareness of their own world view and examining how this affects their work with K–12 students.

629 Independent Study in Higher Education. (3).

Independently designed learning experience focuses on a particular question or topic in higher education. May be repeated for degree credit for a maximum of 6 credits.

631 Law, Policy, and Finance in Higher Education. (3).

Students in this course explore law, policy, and finance issues in higher education. The purpose is threefold; 1) to develop an understanding of these issues at the international, national, state, and institutional levels; 2) to conduct analysis of these areas; 3) to develop an integrated view of law, policy, and finance for practice.

Prerequisite: EDUC 607.

632 Education Administration Exit Exam. (0).

Taken during the Summer 2 semester, students will complete an assessment of knowledge and skills required of educational leaders. May not be repeated for degree credit.

Co-requisite EDUC 636.

Credit/no credit only.

633 Working with College Students. (3).

This course examines the role, function, and practice of student affairs professionals' work with college students focusing on contemporary issues in student services. Topics include supervision, conflict, and crisis.

Prerequisites: EDUC 607 and EDUC 611.

634A Leadership Lab A. (1).

In this one-hour field experience, students are introduced to the expectations of the Educational Administration program, professional standards, state licensure requirements, and the CalAPA; practice the skills needed to successfully complete CalAPA Cycle 1: Analyzing Data to Inform School Improvement and Promote Equality. May not be repeated for degree credit.

Co-requisite EDUC 635A.

Numeric grading only.

634B Leadership Lab B. (1).

In this one-hour field of experience, students practice the skills needed to successfully complete CalAPA Cycle 2: Facilitating Communities of Practice and reflect on their applications of theory to practice. Students will work on professional growth and identify practice-based opportunities for applied leadership. May not be repeated for degree credit.

Co-requisite EDUC 635B.

Numeric grading only.

634C Leadership Lab C. (1).

In this one-hour field experience, students practice the skills needed to successfully complete CalAPA Cycle 3: Supporting Teacher Growth and reflect on their application of theory to practice. Students will work on short and long term professional growth and identify practice-based opportunities for applied leadership. May not be repeated for degree credit.

Co-requisite EDUC 635C.

Numeric grading only.

635A CalAPA Cycle 1. (0).

Required of all Education Administration students seeking credential. Students must complete CalAPA Cycle 1: Analyzing Data to Inform School Improvement and Promote Equity with a passing score before program completion. The student will not receive course credit until they receive a passing score on CalAPA cycle 1. May not be repeated for degree credit.

Co-requisite EDUC 634A or EDUC 679A.

Credit/no credit only.

635B CalAPA Cycle 2. (0).

Required of all Educational Administration students seeking credential. Students must complete CalAPA Cycle 2: Facilitating Communities of Practice with a passing score before program completion. The student will not receive course credit until they receive a passing score on CalAPA Cycle 2. May not be repeated for degree credit.

Co-requisite EDUC 634B or EDUC 679B.

Credit/no credit only.

635C CalAPA Cycle 3. (0).

Required of all Education Administration students seeking credential. Students must complete CalAPA Cycle 3: Supporting Teacher Growth with a passing score before program completion. The student will not receive course credit until they receive a passing score on CalAPA Cycle 3. May not be repeated for degree credit.

Co-requisite EDUC 634C or EDUC 679C.

Credit/no credit only.

636 Master's Program Seminar (Education Administration). (3).

Culminating experience of the program. Students will have the opportunity to identify, explore, and research an area of education administration in depth and then communicate findings to the professional community. May not be repeated for degree credit.

Co-requisite: EDUC 632.

Numeric grade only.

637 Master's Seminar. (3).

Culminating experience of the program. Students will have the opportunity to identify, explore, and research an area in depth and then communicate findings to the professional community.

Prerequisites: completion of all course requirements. Students may be concurrently enrolled in other required courses to fulfill program requirements.

641 Leadership for Change. (3).

Introduction to theories and strategies of personal and organizational change. Emphasis on personal and organizational reflective practice, the dynamics of nested educational communities, and the purpose and process of implementing change to improve student learning and school culture.

Numeric grading only.

643 Coaching and Teacher Development. (3).

Introduction to the foundational theories of curriculum design and implementation, adult learning, and professional development. Students will apply theory to create professional development strategies in support of teacher performance.

Numeric grade only.

644 Introduction to Educational Research. (3).

Introduces the major orientations informing educational research, as well as a range of qualitative and quantitative methodologies. Develops an understanding of study design, data collection, and analysis to evaluate existing studies and plan new ones that are relevant to professional practice in education.

Numeric grading only.

645 Introduction to Linguistics for Educators. (3).

Provides a profound examination into how languages are patterned and structured. Various theories and research on language structure and related factors in first and second language acquisition are studied. In addition, the course will examine effective teaching and assessment strategies that provide all students access to the core curriculum.

646 Diversity and Inclusion. (3).

Explores both historic and contemporary perspectives in cross-cultural education. Opportunities, achievement and career gaps, and socioeconomic outcomes will be examined. Utilizing a cultural and systemic perspective, interactions of education institutions and socio-historic contexts leading to differentiated outcomes are examined. Culturally relevant and socially exemplary programs are also studied.

647 Perspectives in Second Language Acquisition. (3).

Provides a theoretical understanding of how first and second languages are learned. Introduces language acquisition theories, factors in first and second language development, and pedagogically effective language teaching and learning strategies. Candidates' theoretical and practical language acquisition framework will enable them to effectively evaluate language activities in the classroom.

649 Teaching English Learners. (3).

An advanced study of teaching English learners. Deepens and broadens the second language development knowledge, skills, and abilities acquired during the professional teacher preparation program. Candidates acquire specialized skills designed to meet the instructional needs of English learners. Meets the Professional Clear Credential Requirement.

651 Group Counseling and Consultation in Schools. (3).

This course seeks to engage students around concepts related to the development and implementation of school-based (P–12) group counseling oriented toward various issues facing students in schools today. Students will also be introduced to group theory and techniques as it relates to the P–12 environment, along with group leadership skills.

Prerequisite: EDUC 601 with a minimum grade of at least 3.0 or higher.

653 Theories of Counseling and Psychotherapy. (3).

Introduces a variety of counseling theories used to conceptualize cases in both community and educational counseling environments, including K–12, community college, and university settings, with specific focus on utilizing individual and systemic theory-based techniques for diverse populations across the lifespan.

Prerequisite: EDUC 601 with a minimum grade of at least 3.0 or higher.

654 Counseling for Career Choice and Development. (3).

Students will become familiar with career development theories, sources of occupational information, the career counseling process, assessment in career counseling, and curricular approaches to fostering career development. They also will become familiar with the impact of diversity and individual differences on career development and choices.

Prerequisite: EDUC 601 with a minimum grade of at least 3.0 or higher; and, for non-counseling majors, by permission.

655 Counseling Systems. (3).

This course introduces systems thinking for the helping professional. The systems approach distinguishes itself from the more traditional analytic approach by emphasizing the interactions and connectedness of the different components of a system. Students will learn the basics of thinking systemically.

Prerequisites: EDUC 601 (with at least a grade of 3.0) and EDUC 653 (may be taken as a co-requisite).

657A Practicum: Fieldwork in Counseling. (3).

Designed to provide an overview of the various fieldwork requirements in the school counseling profession and to understand the role of the 21st-century school counselor. Assist students in comparing and contrasting responsibilities as they relate to the state and national standards for school counselors.

657B Practicum: Fieldwork in Counseling. (1).

Review and critique of fieldwork experience from a public or equivalent setting, which includes 12 three-hour group case conference sessions over the three semesters, and preparation for Exit Oral Interview, portfolio completion, and written comprehension exam.

Prerequisite: EDUC 657A.

Credit/no credit only.

657C Practicum: Fieldwork in Counseling. (1).

Review and critique of fieldwork experience from a public or equivalent setting, which includes 12 three-hour group case conference sessions over the three semesters, and preparation for Exit Oral Interview, portfolio completion, and written comprehension exam.

Prerequisite: EDUC 657B.

Credit/no credit only.

657D Practicum: Fieldwork in Counseling. (1).

Review and critique of fieldwork experience from a public or equivalent setting, which includes 12 three-hour group case conference sessions over the three semesters, and preparation for Exit Oral Interview, portfolio completion, and written comprehension exam.

Prerequisite: EDUC 657C.

Credit/no credit only.

662 Educator's Workshop. (1–4).

Designed to reflect curriculum trends and issues in education, while current and topical.

666 Fieldwork Practicum in Higher Education. (1–3).

Independently designed learning experience focuses on a particular area of expertise in higher education. Students will be assigned a mentor to direct fieldwork experiences.

Credit/no credit only.

669 Diversity in Higher Education. (3).

This course introduces students to theory, research, and practice related to diversity in American higher education. Students learn about crucial topics such as those related to discrimination and privilege, as well as developing a critical understanding of what these issues mean for institutions and their own professional practice.

Prerequisite: EDUC 607 or by permission of instructor.

670 Program Administration and Evaluation. (3).

Introduction to the foundational theories of curriculum design and implementation, adult learning, and professional development. Students will apply theory to create professional development strategies in support of teacher performance.

671 Ethical and Reflective Leadership. (3).

Introduction to leadership theory, problem framing, individual leadership assessment, and administrative styles. Emphasis on organizational management, ethical decision making, problem solving, and reflective practice.

673 School Resource Management. (3).

Introduction to sound fiscal procedures and budgeting, including an examination of federal, state, and local educational financing. Topics include equitable resource management, setting budgetary priorities at the school site, facilities management, and school modernization.

674 Education Law & Policy. (3).

Introduction to and application of federal and state laws and legal opinions as they relate to educational policies and procedures. Topics covered include constitutional law, administrative law, district policies, and school governance and politics in relation to positive school climate and improvement.

Numeric grading only.

May not be repeated for degree credit.

675 Curriculum and Program Development. (3).

Consideration of the philosophical, historical, and contemporary elements of curriculum. Attention given to team-based planning, development, implementation, and evaluation of curricular programs. Additional topics include best practices pertaining to social and emotional learning, special needs programs, and communities of practice.

676 School Personnel Management. (3).

Examination of techniques and styles for selecting, supervising, and evaluating school personnel. Includes opportunities to observe and monitor staff performance and offers various professional in-service approaches. Topics include employee relations, motivation, and negotiations.

677A Supervised Fieldwork in Counseling. (2).

This course focuses on the work students are engaged during program-approved field placements in schools and other counseling settings. Students will participate in supervision with the course instructor in addition to group supervision with their peers. This course is for students in their first term of fieldwork.

Prerequisites: EDUC 601, EDUC 685, and CMHC 610.

Corequisites: EDUC 653, and EDUC 680 (or EDUC 624).

Credit/No Credit only.

677B Supervised Fieldwork in Counseling. (2).

This course focuses on the work students are engaged during program-approved field placements in schools and other counseling settings. Students will participate in supervision with the course instructor in addition to group supervision with their peers. This course is for students in their second term of fieldwork.

Prerequisites: EDUC 677A.

Credit/No Credit only.

677C Supervised Fieldwork in Counseling. (2).

This course focuses on the work students are engaged during program-approved field placements in schools and other counseling settings. Students will participate in supervision with the course instructor in addition to group supervision with their peers. This course is for students in their third term of fieldwork.

Prerequisites: EDUC 677B.

Credit/No Credit only.

677D Supervised Fieldwork in Counseling. (2).

This course focuses on the work students are engaged during program-approved field placements in schools and other counseling settings. Students will participate in supervision with the course instructor in addition to group supervision with their peers. This course is for students in their fourth term of fieldwork and beyond.

Prerequisites: EDUC 677C.

Credit/No Credit only.

678A Educational Administration Program Induction. (1).

Designed to introduce students to the expectations of the Educational Administration program and make a commitment to educational justice. Consists of a semester's work to develop a program completion plan, and set up a portfolio demonstrating the achievement of competencies based on CCTC Standards.

678B Practicum: Fieldwork in Education. (2).

Taken in the final semester, designed to fulfill major fieldwork requirements. Consists of a semester's work in educational settings to enable the student to apply administrative skills learned throughout the program. Degree and credential candidates develop a portfolio of evidences demonstrating the achievement of competencies based on CCTC Standards.

Prerequisite: EDUC 678A.

679 Preliminary Administrative Internship Practicum. (1–3).

Designed to provide support and guidance for candidates who have been hired by school districts on administrative internship credentials. Expectations are the same as EDUC 678. Enrollment required every term except when enrolled in EDUC 678.

Credit/no credit only.

679A Education Administration Internship A. (1).

Intern candidates will complete the CalAPA Cycle 1: Analyzing Data to Inform School Improvement and Promote Equity, receive individual leadership coaching, and reflect on consequential, job-related leadership experiences. Intern candidates must enroll in 679A in lieu of 634A. May not be repeated for degree credit.

Co-requisite EDUC 635A.

Numeric grading only.

679B Education Administration Internship B. (1).

Intern candidates will complete the CalAPA Cycle 2: Facilitating Communities of Practice, receive individual leadership coaching, and reflect on consequential, job-related leadership experiences. Intern candidates must enroll in 679B in lieu of 634B. May not be repeated for degree credit.

Co-requisite EDUC 635B.

Numeric grading only.

679C Education Administration Internship C. (1).

Intern candidates will complete the CalAPA Cycle 3: Supporting Teacher Growth, receive individual leadership coaching, and reflect on consequential, job-related leadership experiences. Intern candidates must enroll in 679C in lieu of 634C. May not be repeated for degree credit.

Co-requisite EDUC 635C.

Numeric grading only.

680 Human Development Across the Life Span. (3).

This course is designed to explore historical and contemporary perspectives in typical and atypical human growth, development, and learning styles. Utilizing a systemic perspective, the course examines physical, emotional, mental, cultural, sexual, and moral development throughout the life-span.

Prerequisite: current enrollment in the School or Clinical Mental Health Counseling Program.

685 Foundations of School Counseling. (3).

This course explores various responsibilities that are required to be an effective counselor in today's school environment. Additionally, an overview of the identity of the professional school counselor's role will be addressed to facilitate the knowledge necessary to navigate the current functions of PPS counseling at the various K–12 levels.

686 Special Topics in Community Engaged Leadership. (3).

This course will examine special topics in community-engaged leadership in schools and society.

Numeric grading only.

696 Advanced Addictions Counseling. (3).

Introduces the student to issues related to the etiology and treatment of various addictions. Counseling skills and approaches that can be utilized to match interventions for disorders of addiction to individual client needs will be addressed. Versatility and flexibility are emphasized, as well as the use of research-supported prevention and intervention strategies.

Prerequisite: EDUC 695.

699 Clinical Counselor Preparation Examination. (0).

The Counselor Preparation Comprehensive Exam (CPCE) is an exit examination required of all Department of Counseling and Human Services students in the Clinical Mental Health Counseling and School Counseling programs at the University of Redlands. The exam assesses the student's knowledge of counseling to ensure minimum competence in the field. May be repeated for 3 attempts.

Offered online only.

Credit/no credit only.

700 Independent Study. (1–4).

In exceptional cases, independent study project provides alternatives not available through regular course offerings or because of scheduling limitations. May repeat for a maximum of 12 credits of independent study. Independent study is subject to an additional fee.

720 Professional Administrative Services Credential Assessment: Plan Development and Mentoring. (2).
Required of all Professional Administrative Services Credential candidates. Working with a mentor, students must complete all assessment activities and develop and obtain approval of an induction plan addressing organizational and cultural environments, dynamics of strategic issues management, ethical and reflective leadership analysis and development of public policy, management of information systems, and human and fiscal resources.
Credit/no credit only.

722 Learning and Leadership. (3).
Topics include instructional leadership, learning, and instructional research and theory; evaluation of teaching effectiveness, staff performance, and pupil achievement; staff development; site-based decision making; and current trends and issues.
Credit/no credit only.

723 Communication in an Environment of Diversity. (3).
Topics include effective interpersonal communication skills, effective oral and written presentation, cultural values and language diversity, demographics of the local community, the politics of language, restructuring, and coalition building.
Credit/no credit only.

724 Organizational Systems in Education. (3).
Topics include theory and function of human organizations, schools as systems (political, social, cultural, economic), management of organizations for change, and leadership in organizational settings.
Credit/no credit only.

725 Resource Management in Schools. (3).
Topics include sound practices in the management of fiscal, material, and human resources within a legal framework; district-level funding and budgeting; current problems affecting school financing; short- and long-term planning; appropriate assignment of personnel; and developing and implementing effective personnel policies.
Credit/no credit only.

726 Professional Administrative Services Credential Assessment: Exit. (2).
Required of all Professional Administrative Services Credential candidates. Students must complete all parts of the induction plan, a self-assessment of expectations, and an exit assessment interview. The student's mentor and the program director must verify that the student met the plan expectations.
Credit/no credit only.

770 Clear Administrative Services Credential Induction. (1).
Required of all Clear Administrative Services Credential (CASC) candidates. Working with a mentor, students develop and obtain approval of an induction plan addressing organizational and cultural environments, dynamics of management, ethical and reflective leadership and development of public policy, information systems, and human/fiscal resources.
Credit/no credit only.

771 Clear Administrative Services Credential Personal Learning Plan. (1).

Required of all Clear Administrative Services Credential (CASC) Candidates. Working with a mentor, students develop a Personal Learning Plan which aligns with the induction plan and a formal leadership analysis.

Credit/no credit only.

Prerequisite: EDUC 770.

772 Clear Administrative Services Credential– CPSEL #1. (1)

Required of all Clear Administrative Services Credential (CASC) candidates. Working with a mentor, students must demonstrate mastery of the California Professional Standard for Educational Leaders (CPSEL) #1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION.

Credit/no credit only.

Prerequisites: EDUC-770 and EDUC-771.

773 Clear Administrative Services Credential– CPSEL #2. (1).

Required of all Clear Administrative Services Credential (CASC) candidates. Working with a mentor, students must demonstrate mastery of the California Professional Standard for Educational Leaders (CPSEL) #2: INSTRUCTIONAL LEADERSHIP.

Credit/no credit only.

Prerequisites: EDUC 770, EDUC 771, and EDUC 772.

774 Clear Administrative Services Credential– CPSEL #3. (1).

Required of all Clear Administrative Services Credential (CASC) candidates. Working with a mentor, students must demonstrate mastery of the California Professional Standard for Educational Leaders (CPSEL) #3: MANAGEMENT AND LEARNING ENVIRONMENT.

Credit/no credit only.

Prerequisites: EDUC 770, EDUC 771, EDUC 772, and EDUC 773.

775 Clear Administrative Services Credential– CPSEL #4. (1)

Required of all Clear Administrative Services Credential (CASC) candidates. Working with a mentor, students must demonstrate mastery of the California Professional Standard for Educational Leaders (CPSEL) #4: FAMILY AND COMMUNITY ENGAGEMENT.

Credit/no credit only.

Prerequisites: EDUC 770, EDUC 771, EDUC 772, EDUC 773, and EDUC 774.

776 Clear Administrative Services Credential– CPSEL #5. (1).

Required of all Clear Administrative Services Credential (CASC) candidates. Working with a mentor, students must demonstrate mastery of the California Professional Standard for Educational Leaders (CPSEL) #5: ETHICS AND INTEGRITY.

Credit/no credit only.

Prerequisites: EDUC 770, EDUC 771, EDUC 772, EDUC 773, EDUC 774, and EDUC 775.

777 Clear Administrative Services Credential– CPSEL #6. (1).

Required of all Clear Administrative Services Credential (CASC) candidates. Working with a mentor, students must demonstrate mastery of the California Professional Standard for Educational Leaders (CPSEL) #6: EXTERNAL CONTEXT AND POLICY.

Credit/no credit only.

Prerequisites: EDUC 770, EDUC 771, EDUC 772, EDUC 773, EDUC 774, EDUC 775 and EDUC 776.

778 Clear Administrative Services Credential– Individual Learning Plan Completion. (1).

Required of all Clear Administrative Services Credential (CASC) Candidates. Working with a mentor, students must complete the Personal Learning Plan.

Credit/no credit only.

Prerequisites: EDUC 770, EDUC 771, EDUC 772, EDUC 773, EDUC 774, EDUC 775, EDUC 776, and EDUC 777.

779 Clear Administrative Services Credential– Individual Induction Plan Completion. (1).

Required of all Clear Administrative Services Credential (CASC) candidates. Working with a mentor, students must complete the Personal Learning Plan.

Credit/no credit only.

Prerequisites: EDUC 770, EDUC 771, EDUC 772, EDUC 773, EDUC 774, EDUC 775, EDUC 776, EDUC 777, and EDUC 778.

780 Special Studies. (2).

Individually designed activity that might include approved professional development, research or evaluation problems, directed readings or tutorial, or an internship consistent with an approved professional development plan.

Credit/no credit only.

800 Independent Study. (1–4).

In exceptional cases, independent study project provides alternatives not available through regular course offerings or because of scheduling limitations. May repeat for a maximum of 12 credits of independent study. No additional fee for doctoral students fulfilling elective credits.

820 Culture and Globalization on Contemporary Educational Issues. (2)

Explore, examine, and understand current issues related to culture and globalization utilizing socially-situated theoretical perspectives in framing approaches to curriculum, instruction, and assessment. Study major developments and implications associated with globalization and culture that are shaping education.

820A Writing a Literature Review A. (1).

Systematically develops knowledge, skills, and abilities necessary to produce a literature review that demonstrates mastery of a topic with emphasis on each student producing their dissertation literature review. Students will conduct library research, topic refinement, bibliography development, and literature analysis.

Numeric grading only.

Prerequisite: Admission to Ed.D. Program.

820B Writing a Literature Review B. (1).

Systematically develops knowledge, skills, and abilities necessary to produce a literature review that demonstrates mastery of a topic with emphasis on each student producing their dissertation literature review. Continues with literature analysis, synthesis, critique, and outlining a first draft. Deepens conceptual understand of research methods used in the literature reviewed.

Numeric grading only.

Prerequisite: Admission to Ed.D. Program.

820C Writing a Literature Review C. (1).

Systematically develops knowledge, skills, and abilities necessary to produce a literature review that demonstrates mastery of a topic with emphasis on each student producing their dissertation literature review. Culminates with writing a final draft, including compliance with all technical standards for manuscript preparation.

Numeric grading only.

Prerequisite: Admission to Ed.D. Program.

821 Culture and Globalization on Contemporary Educational Issues: Academic Field Trip. (1)

Exposure to international themes in the study of culture, globalization, and education. The course will culminate in a reflective, personal journal-type conceptual paper or in a comprehensive research paper that covers international themes related to culture, globalization, and educational justice.

822A Organizational Change and Education A. (1).

822B Organizational Change and Education B. (1).

822C Organizational Change and Education C. (1).

Explores organization theory, attending to administration and policy associated with education organization for social justice leaders. Students create a conceptual understanding of education organization and governance so that participants can apply multiple theoretic constructions to critically examine educational organization functioning. Students develop competency as critical examiners of educational organizational functioning.

Numeric grading only.

Prerequisite: Admission to Ed.D. Program.

827 Leadership and Practice in Education. (3).

Deeply examines leadership perspectives in organizations. Utilizing a historical and organizational perspective, critically examines leadership and management, including leadership theories, models, and application for emerging social justice scholarship and practice.

Numeric grading only.

Prerequisite: Admission to Ed.D. Program.

828 School Law, Finance, and Personnel Management. (3).

Introduction to and application of: 1) education federal and state laws and legal opinions; 2) California school finance and; 3) California personnel law, practices, and procedures. Topics covered include constitutional law, administrative law, federal, state, and district, and school policies that contribute to positive school climate and improvement.

Numeric grading only.

Prerequisite: Admission to Ed.D. Program.

829 Historical Foundations in Education and Social Justice. (3).

Examines the historical foundations of US education (PK-12 and higher education) through a social justice lens. Explores how gender, race, class, religion, sexuality, and ableism interact with changing purposes, systems, and institution-building of education considering access to, leadership within, and provision of education.

Numeric grading only.

Prerequisite: Admission to Ed.D. Program.

830 Social Justice Theory and Practice. (3).

Examines social justice theories and their implications for educational practice and leadership. Identifies the social, cultural, political, and economic factors that influence schooling in a diverse society. From an educational leadership perspective, applies multiple perspectives to problems affecting various stakeholders across educational systems (PK-12 and higher education).

Prerequisite: Admission to Ed.D. Program.

831 Education Law, Policy, and Justice. (3).

Explores federal, state, and local education law for PK-12 and higher education systems in the context of the current policy environment. Includes the evolution of state and federal education policy, Constitutional rights for students and educators, and educational practice from a lens of educational justice.

Prerequisite: Admission to Ed.D. Program.

832 Educational Policy: A Multiple Perspectives Approach. (3).

This course explores federal, state, and local policy development, implementation, and analysis for social justice educational leaders.

Prerequisite: Admission to Ed.D. Program.

833 Education Finance. (3).

Explores how revenues are generated, negotiated, distributed, and budgeted to achieve desired educational outcomes in PK-12 and higher education systems. Course topics include funding equity, strategic budgeting, and making financial decisions from a lens of educational justice to create change and support student needs.

Prerequisite: Admission to Ed.D. Program.

835 Critical Theory and Educational Leadership. (3).

This course specifically examines critical theory, its origins, and related theories such as critical race theory, LatCrit, DisCrit, critical feminist, and Queer theory. As part of the course, students apply a critical lens to educational leadership and examine intersectionality.

Prerequisite: Admission to Ed.D. Program.

836 Race, Equity, and Schools. (3).

This course provides an introduction and overview of the Black Freedom Movement and explores questions of racial equity in schools and society, as well as how educational leaders can address these issues. Other topics include racial capitalism, systemic racism, neoliberalism, abolitionist teaching, decolonization, and antiracism.

Numeric grading only.

837 Literacy and Democracy. (3).

Examines the intersection of literacy and democracy. Students consider broad theoretical issues and philosophical questions related to preparing citizens for a democracy, as well as the historical and contemporary role of schools, teachers, and communities in this project.

Numeric grading only.

840 Educational Inquiry. (3).

Explores research theories within the context of an inquiry framework on issues related to educational leadership. Develops an understanding of the range of research methodologies to plan, conduct, and evaluate qualitative and quantitative research. Develops ways of thinking and knowing about educational inquiry that contribute to the field of study.

Prerequisite: Admission to Ed.D. Program.

841 Quantitative Research Methods. (3).

Introduces students to the purpose and use of quantitative methods in educational decision making. Through applied projects, this course acquaints students with survey design, sampling, forms of data collection, the preparation of data for statistical analysis, and descriptive statistical procedures. Provides conceptual overview of quantitative research designs and inferential statistics.

Prerequisite: Admission to Ed.D. Program.

842 Qualitative Research Methods. (3).

This course examines literature about and how to do basic qualitative research. Students will devise and conduct a small study to learn about qualitative research in practice.

Prerequisite: Admission to Ed.D. Program.

843 Evidence and Educational Practice. (3).

This course focuses on the use of evidence by educational leaders to improve student and organizational outcomes.

Prerequisites: EDUC 840, EDUC 841, and EDUC 842.

844 Social Justice Leadership for Changing Organizational Systems. (3).

This course focuses on organizational change in educational institutions. Also examines how the characteristics, responsibilities, and contextual elements of social justice leadership contribute to changing educational organizations.

Prerequisite: Admission to Ed.D. Program.

845A Quantitative Research Methods II A. (1).

Extends understanding of categorical data, statistical and graphical analysis for reporting educational research, and evaluation results. Includes techniques for studies of causation and association for both cross-sectional and longitudinal designs. Meets professional and doctoral development needs (e.g., compliance standards as well as research enhancement).

846 Advanced Quantitative Methods. (3).

Extends understanding of quantitative research designs and the statistical analyses most appropriate for answering research questions under each for the purpose of educational improvement. Introduces statistical procedures used to make inferences. Supports satisfying the early research project requirement of the program.

Numeric grading only.

Prerequisites: EDUC 841 and EDUC 842.

847 Advanced Qualitative Methods. (3).

Extends understanding and skills involved in qualitative research. Explores advanced qualitative design approaches to qualitative data gathering, analysis, and interpretation. Students produce an original piece of qualitative research as part of this course. Supports satisfying the early research project requirement of the program.

Numeric grading only.

Prerequisite: Admission to Ed.D. Program.

850A Research to Practice Seminar I A. (1).

A topical seminar that links research to practice relating to social justice and educational leadership.

Numeric grading only.

850B Research to Practice Seminar I B. (1).

A topical seminar that links research to practice relating to social justice and educational leadership.

Numeric grading only.

850C Research to Practice Seminar I C. (1).

A topical seminar that links research to practice relating to social justice and educational leadership.

Numeric grading only.

851A Research to Practice Seminar II A. (1).

Topical seminar examining additional methodological areas. Topics depend on instructor.

Numeric grading only.

851B Research to Practice Seminar II B. (1).

A topical seminar examining additional methodological areas. Topics depend on instructor.

Numeric grading only.

851C Research to Practice Seminar II C. (1).

A topical seminar examining additional methodological areas. Topics depend on instructor.

Numeric grading only.

852 Research to Practice: Innovations in Leadership and Professional Development. (3).

As a culminating experience in "practice," candidates will design and implement a syllabus for a course they may teach, develop a professional development workshop, or design a community project to promote educational justice. This opportunity will provide a laboratory for deepening skills in the application of critical pedagogy focused on educational justice.

Credit/no credit only.

Prerequisite: Admission to Ed.D. Program or by permission.

860A Dissertation Development and Proposal Writing. (1).

Students use this course to start work on their dissertation research proposal. With guidance of the course faculty member students will devise a dissertation topic, recruit a chair, hone in on a research question(s), and produce a piece of work that establishes the importance of the topic and the scope of the problem.

Prerequisite: Admission to Ed.D. Program.

860B Dissertation Development and Proposal Writing. (1).

Students update and refine their literature review based on the development of the research questions in EDUC 860A. Further develops context, purpose, and scope of their dissertation study.

Prerequisite: Admission to Ed.D. Program.

860C Dissertation Development and Proposal Writing. (1).

Students submit a dissertation research proposal that includes methodological content congruent with the purpose and scope of the study.

Prerequisite: Admission to Ed.D. Program.

861 Dissertation Writing. (1–9).

Dissertation writing is completed under the supervision of the candidate's faculty research chair and the dissertation committee. Normally, candidates enroll in EDUC 861 for three terms for 3 credits each term. If the dissertation process extends longer than 9 credits, candidates enroll in EDUC 862 for 0 credits until finished.

Prerequisite: dissertation proposal acceptance.

Credit/no credit only.

862 Dissertation Writing Extension. (0).

If the dissertation is not complete and accepted after the awarding of 9 credits, candidates will need to enroll in this course until the dissertation is completed and accepted. There is a seven-year deadline from last term of enrollment in EDUC 861 to complete the dissertation.

Prerequisite: permission from program director.

Credit/no credit only.

870 Special Topics. (0–3).

Designed to facilitate doctoral candidates' guided study relative to a cognate emphasis. Entails content-specific, research and theory based exploration of a topic related to candidate's discipline-specific focus in the area of educational justice. Guided by a contractual outline of projects to be successfully completed (1–3 credits, can be repeated).

871 Special Topics Doctoral Seminar. (3).

A special topics seminar examining social justice and education leadership across Pk-12 and higher education. Topics alternate according to instructor and year of offering. May be repeated up to 6 credits.

Prerequisite: Admission to the Ed.D. Program.

Numeric grading only.

890 Ed.D. Qualifying Exam. (0).

Students register for the Ed.D. qualifying exam in August or December. Successful completion demonstrates that students have both the content expertise and writing skill to be able to progress to the dissertation stage and continue independent work. Course is repeatable for degree credit. Limited to two possible opportunities. Can take again if fail first time. If fail twice, students dismissed from program. As per Ed.D. handbook approved by SOE curriculum committee and Assembly.

Credit/no credit only.

EDUCATION SPECIALIST (EDSP)

510 Foundations of (Dis)ability and Special Education. (3).

Critically examines the (dis)ability studies movement as it relates to our past, present and future political climate both in and outside of school. Explores the impact of othering. Develops awareness of tensions between (dis)ability studies and special education while practicing self-reflexivity and advocating for students with (dis)abilities.

516 Inclusion, (Dis)ability and Classroom Community. (3).

Students will explore the ways in which they make sense of student behavior and will learn evidence-based instruction practices that are grounded in person-centered values. Students will become familiar with the application of Response to Intervention (RtI), Behavior Support Plans (BSP), Positive Behavior Interventions (PBI) and IEP goal-writing.

525 Diagnostic Reading and Specialized Interventions. (3).

This course addresses the design and implementation of reading, literacy, and communication assessments and interventions to meet the needs of a full range of learners. Candidates will learn how to use these assessments and interventions in the context of Response-to-Intervention and other pre-referral intervention models.

Prerequisites: EDUC 501, EDUC 505, and EDSP 510.

552A Education Specialist Teaching Seminar I. (1).

552B Education Specialist Teaching Seminar II. (1).

Culmination of the Education Specialist Teaching Credential Program. Consists of a series of topics designed to develop and further candidates' professional preparation.

Prerequisites for EDSP 552A and EDSP 552B: EDUC 501 or workshop equivalent and EDUC 503 and EDUC 505 and EDSP 510, and health education workshop or equivalent and Augmentative and Alternative Communication (AAC) Technology Workshop and all CSETs passed.

Co-requisites: EDSP 555A and EDSP 555B.

553 Education Specialist Internship. (13).

The Internship Program is an eighteen-week supervised public school classroom experience in a Mild/Moderate delivery model and setting K–12 through age 22. Open for application to those who have earned a Bachelor's degree, have passed CBEST, CSET, or an approved waiver program and have met program pre-service requirements.

Prerequisites: EDUC 501 or workshop equivalent and EDUC 503 and EDUC 505 and EDSP 510, and health education workshop or equivalent and Augmentative and Alternative Communication (AAC) Technology Workshop and all CSETs passed.

Co-requisites: EDSP 555A and EDSP 555B.

555A Education Specialist Student Teaching I. (5)

555B Education Specialist Student Teaching II. (5).

Supervised public school classroom experiences in Mild/Moderate delivery models and settings K–12 through age 22. Full-day student teaching required for seven weeks, constituting a full-time job. Student teaching placements are arranged prior to student teaching by the Director of Fieldwork Experiences.

Prerequisites for EDSP 555A and EDSP 555B: EDUC 501 or workshop equivalent and EDUC 503 and EDUC 505 and EDSP 510, and health education workshop or equivalent and Augmentative and Alternative Communication (AAC) Technology Workshop and all CSETs passed.

Co-requisite: EDSP 552A and EDSP 552B (or EDSP 553).

610 Foundations of (Dis)ability and Special Education. (3).

Critically examines the (dis)ability studies movement as it relates to our past, present and future political climate both in and outside of school. Explores the impact of othering. Develops awareness of tensions between (dis)ability studies and special education while practicing self-reflexivity and advocating for students with (dis)abilities. Equivalent to EDSP 510.

616 Inclusion, (Dis)ability and Classroom Community. (3).

Students will explore the ways in which they make sense of student behavior and will learn evidence-based instructional practices that are grounded in person-centered values. Students will become familiar with the application of Response to Intervention (RtI), Behavior Support Plans (BSP), Positive Behavior Interventions (PBI) and IEP goal-writing. Equivalent to EDSP 516.

625 Diagnostic Reading and Specialized Interventions. (3).

This course addresses the design and implementation of reading, literacy, and communication assessments and interventions to meet the needs of a full range of learners. Candidates will learn how to use these assessments and interventions in the context of Response-to-Intervention and other pre-referral intervention models. Equivalent to EDSP 525.

652A Education Specialist Teaching Seminar I. (1).

652B Education Specialist Teaching Seminar II. (1).

Culmination of the Education Specialist Teaching Credential Program. Consists of a series of topics designed to develop and further candidates' professional preparation. Equivalent to EDSP 552A and EDSP 552B.

653 Education Specialist Internship. (13).

The internship program is an eighteen-week supervised public school classroom experience in mild/moderate delivery model and setting, K-12 through age 22. Open for application to those who earned a bachelor's degree, have passed CBEST, CSET, or an approved waiver program and have met program pre-service requirements. Equivalent to EDSP 553.

655A Education Specialist Student Teaching I. (5)

655B Education Specialist Student Teaching II. (5).

Supervised public school classroom experiences in mild/moderate delivery models and settings, K-12 through age 22. Full-day student teaching required for seven weeks, constituting a full-time job. Student teaching placements are arranged prior to student teaching by the Director of Fieldwork Experiences.

Equivalent to EDSP 555A and EDSP 555B.

EDUCATION ONLINE (MAED)

Offered online only

601 Human Development Across the Lifespan. (3).

This course is designed for service professionals to explore historical and contemporary perspectives in typical and atypical human growth, development and learning styles. Utilizing a systemic perspective, the course examines physical, emotional, mental, cultural, sexual and moral issues shaping development through the life span.

602 Learning Theory, Curriculum and Program Development. (3).

This course addresses learning theories and their implications for curriculum and program development. Students will examine human learning, including the cognitive, affective, and biological basis of behavior. Students will study what is meant by human development exceptionality; theories of developmental difference, cultural perspectives of differences and how we judge behaviors.

603 Social Justice Leadership. (3).

Examines social justice theories, themes, or issues and their implications in leadership development and practice. Identifies the social, cultural, political, and economic factors that influence communities in a diverse society. Provides leadership knowledge, skills, and abilities for dealing with societal and institutional barriers to individuals' success and personal growth.

604 Entrepreneurial Leadership and Management Across Settings. (3).

This course is designed for service professionals to explore leadership perspectives in education and human service organizations. Utilizing an organizational perspective, the course examines leadership and management, including leadership theories, models, and application of leadership ideas to practice.

605 Introduction to Social Science Research Methods. (3).

This course introduces students to basic concepts and techniques used in social science research. The course covers: a) basic social scientific inquiry and research design; b) quantitative data gathering and analysis; c) qualitative data gathering and analysis; d) mixed methods and action research approaches.

606 Designing and Implementing Action Research. (3).

Designing to engage students in: a) the foundational components of different types of action research; b) discussing, critiquing and using action research methodology; c) exploring the literature on a topical area of interest related to one's work sphere; and; d) writing an action research proposal supporting the final capstone project.

606A Introduction to Action Research A. (3).

Designed to engage students in: a) the foundational components of different types of action research; b) discussing, critiquing and using action research methodology; c) exploring the literature on a topical area of interest related to one's organization; and; d) writing an action research proposal supporting the final action research project.

606B Introduction to Action Research B. (3).

Designed to engage students in: a) the foundational components of different types of action research; b) discussing, critiquing and using action research methodology; c) exploring the literature on a topical area of interest related to one's organization; and; d) writing an action research proposal supporting the final action research project.

607 Introduction to Human Services. (3).

This course will enable students to develop a broad conceptual mastery of the philosophical and theoretical underpinnings of the profession through critical examination of the historical, legal, social and political developments shaping its creation and evolution.

608 Social Justice Leadership for Organizational Change. (3).

This course focuses on equipping social justice leaders with the necessary tools to invoke change within organizations. Students are introduced to theoretical lenses to critique and apply to their professional practice to facilitate sustainable, meaningful change. Students apply learned frames to a sustainable project in an organization of their choice.

609 Management of Nonprofit Organizations. (3).

Students in this course explore management theory and practice in the administration of human service organizations both in the public and private sector. These include, but are not limited to, legal/regulatory issues, fiscal management, professional development of staff, managing volunteers, constituency building and advocacy.

610 Fundamentals of Fundraising. (3).

This course covers the fundamentals of effective resource development for nonprofit and educational organizations. We examine the parameters within which leaders raise funds including the social, historical, organizational, and ethical contexts of fundraising. Students are introduced to the philanthropy in America and practical guidelines for handling potential donors.

611 Law and Ethics. (3).

An introduction to fundamental legal issues relevant to social justice and those working with marginalized populations, including an exploration of constitutional issues (speech, religion, and equal protection under the law), federal laws (discrimination, access, and privacy), relevant state laws, and professional standards for ethical behavior.

613 Institutional Technology and Pedagogy. (3).

Development of pedagogical and technological knowledge to support the evaluation and design of technology-enhanced learning tools and strategies. Focuses on promoting collaboration, creativity, and communication in technology-rich environments.

616 Emerging Technologies and Instructional Tools. (3).

This course will prepare students to implement contemporary technology tools used to design and develop instructional materials. Students will learn techniques and effective pedagogical principles when using instructional technology tools in the development of training and course materials for face-to-face, hybrid, or online delivery.

Prerequisites: MAED 601, MAED 602, MAED 603, MAED 604, MAED 605, and MAED 606A.

617 Introduction to Instructional Design. (3).

Introduction to the core components of instructional design. Learn effective methodologies and principles for online, face-to-face, and hybrid instruction.

Prerequisites: MAED 601, MAED 602, MAED 603, MAED 604, MAED 605, and MAED 606A.

618 Teaching Diverse Learners. (3).

Explores factors related to classroom-based work with diverse learners, including ELL's, special needs students, LGBTQIA+ and others whose profiles demand attention. Topics include language development, assessment, curriculum development, leadership, and research based on the needs of such learners. A critical theory lens is adopted in viewing relevant issues.

620 Ethics and Digital Equity. (3).

This course will prepare students to envision and develop ethical technology-rich instructional materials. An exploration of the ethical concerns related to the adoption of technologies will inform decisions on whether to employ, abandon, or reimagine the use of such tools in face-to-face, hybrid, or online learning environments.

Prerequisites: MAED 601, MAED 602, MAED 603, MAED 604, MAED 605, and MAED 606A.

LEARNING AND TEACHING (MALT)

601 Foundations of Learning. (3).

Introduction to the field of education; its history, major philosophies, socio-cultural context, diversity, pedagogy, educational psychology, legal issues, and educational reform. Integrates traditional educational thinking with culturally relevant perspectives based on current research on practice.

602 Single Subject Methods I: Critical Pedagogy and Instructional Design. (3).

Engages candidates in the creation of culturally responsive curricula with an understanding that diversity differences affect learning. Teacher candidates investigate effective and meaningful instruction and assessments based on subject matter knowledge, content standards, and use of technology through the theoretical lens of social justice and critical theory.

Prerequisite: MALT 601.

603 Multiple Subject Methods I: STEM Methods. (3).

Focuses on pedagogical content knowledge and instructional methods in Science, Technology, Engineering, and Mathematics (STEM), and related content. Models project and problem-based learning incorporating digital resources with an emphasis on promoting research-based strategies.

Prerequisite: MALT 601.

604 Single Subject Methods II: Literacies for Diverse Learners. (3).

This course examines factors related to classroom-based work with at-risk learners, including ELL's, special needs students and others whose profiles require care. Topics include language development, assessment, curriculum development, leadership, and research based on the needs of such learners. A critical theory lens is adopted in viewing relevant critical issues.

Prerequisites: MALT 601 and MALT 602.

605 Multiple Subject Methods II: English Language Arts. (3).

Examines the relationship between language, power, and signifying practices from the perspective that literacies are multiple, distinctive, situated social practices. Considers the role of oral language, critical literacy, and situated literacy in a linguistically and culturally diverse society.

Prerequisites: MALT 601 and MALT 603.

606 Single Subject Methods III: Content Area Teaching. (3).

Development of methodology and strategies related to curriculum and instructional methods, assessment and diagnostic strategies pertaining to the content areas in secondary schools. Focus includes inclusive teaching, content area literacy and assessment methodology through the theoretical orientation of critical theory. Field experience required.

Prerequisites: MALT 601, MALT 602, and MALT 604.

607 Multiple Subject Methods III: Multicultural Social Studies. (3).

Evidence-based strategies for planning, implementing, and assessing K-8 history-social science curriculum. Emphasis on developing analytic thinking skills while providing insights into historical periods and cultures. Focuses on critical educational perspectives, comprehension, and creation of complex relevant texts, and integration of diverse media and technology in classrooms.

Prerequisites: MALT 601, MALT 603, and MALT 605.

608 Single Subject Methods IV: Content Area Literacy and Assessment. (3).

Explores principles, and practices related to curriculum design, assessment and methods applicable to candidates' content areas. Candidates apply curricular and assessment design principles, investigate specific content-area literacy strategies, and apply micro-teaching approaches. Formative and summative assessments explored relative to subject area. A critical theory lens embraces course content.

Prerequisites: MALT 601, MALT 602, MALT 604, and MALT 606.

609 Multiple Subject Methods IV: Literacy and Assessment. (3).

K-8 curriculum development, assessment strategies and literacy instruction. Emphasis on the study and design of research-based assessment and instruction to support the needs of all learners.

Prerequisites: MALT 601, MALT 603, MALT 605, and MALT 607.

MALT-610 Research in Practice. (6).

This course focuses on the basic concepts and techniques of research in practice, formulating meaningful research questions, designing a study, collecting, analyzing, and evaluating data, and implicating issues for classroom and online-based instruction. The objectives are research applied to educational settings involving subject- specific classroom practices. Course meets on main campus on Saturdays.

Prerequisites for Single Subject: MALT 601, MALT 602, MALT 604, MALT 606, MALT 608, MALT 600C and MALT 600D, TPA I and TPA II passed.

Prerequisites for Multiple Subject: MALT 601, MALT 603, MALT 605, MALT 607, MALT 609, MALT 600A, MALT 600B TPA I and TPA II passed.

610A Foundations of Inquiry: Research, Assessment, and Evaluation in Schools. (3).

Equips beginning researchers with the tools to conduct meaningful teacher research to inform classroom practice. Educational research is evaluated to understand the relationship between theory and practice when conducting inquiry. This is one of two courses for the MALT program capstone experience.

610B Foundations of Inquiry: From Inquiry to Action. (3).

Completion of an inquiry-based project from MALT 610A that includes a research proposal, questions, research design, plan, and appropriate form of publication. Research agendas connect coursework to relevant community issues while emphasizing an exploration of a teacher-researcher identity.

Prerequisite: MALT 610A

611 Foundations of Literacies. (3).

Examines the relationship between language, power, and signifying practices from the perspective that literacies are multiple, distinctive, situated social practices. Considers the role of oral language, critical literacy, and situated literacy in a linguistically and culturally diverse society.

Prerequisite: Admission into the School of Education and MALT 601.

653A Student Teaching I. (5).

653B Student Teaching II. (5).

Supervised classroom experiences in Pre–K through grade 12. Full-day student teaching required for even weeks, constituting a full-time job. Student teaching placements are arranged prior to student teaching by the Director of Field Experiences.

Prerequisites for Single Subject: MALT 601, MALT 602, MALT 604, MALT 606, MALT 608, TPA I and TPA II passed, and all CSETs passed.

Prerequisites for Multiple Subject: MALT 601, MALT 603, MALT 605, MALT 607, MALT 609, TPA I and TPA II passed, and all CSETs passed.

Co-requisite: MALT 652.

654 Internship. (13).

The Internship Program is an eighteen-week placement, supervised weekly in a public school classroom. Open for application to those who have earned a bachelor's degree and have passed both the CBEST and the applicable CSET or an approved waiver program. Separate internship application required.

Prerequisites for Single Subject: MALT 601, MALT 602, MALT 604, MALT 606, MALT 608, TPA I and TPA II passed, and all CSETs passed.

Prerequisites for Multiple Subject: MALT 601, MALT 603, MALT 605, MALT 607, MALT 609, TPA I and TPA II passed, and all CSETs passed.

Co-requisite: MALT 652.

655 Foundations of Teaching: Student-Teaching Seminar. (2).

Culmination of the Teacher Credential Program for Student-Teachers. Consists of a series of topics designed to further develop candidates' professional preparation. Provides time for candidates to link theory to daily practice and prepares them for seeking a position in a school district.

Prerequisites for Single Subject: MALT 601, MALT 602, MALT 604, MALT 606, MALT 608, TPA I and TPA II passed, and all CSETs passed.

Prerequisites for Multiple Subject: MALT 601, MALT 603, MALT 605, MALT 607, MALT 609, TPA I and TPA II passed, and all CSETs passed.

Co-requisite: MALT 653A and MALT 653B.

Numeric grading only.

656 Foundations of Teaching: Internship Seminar. (2).

Culmination of the Teacher Credential Program for Interns. Consists of a series of topics designed to further develop candidates' professional preparation. Provides time for candidates to link theory to daily practice and prepares them for seeking a position in a school district.

Prerequisites for Single Subject: MALT 601, MALT 602, MALT 604, MALT 606, MALT 608, TPA I and TPA II passed, and all CSETs passed.

Prerequisites for Multiple Subject: MALT 601, MALT 603, MALT 605, MALT 607, MALT 609, TPA I and TPA II passed, and all CSETs passed.

Corequisite: MALT 654.